

# Nevada

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2006  
**GUIDE**



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## **Introduction To School Support Teams**

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School Support Teams, which originated from No Child Left Behind, emerged from the 2003 legislative session as part of Senate Bill 1, now known as Nevada Revised Statute (NRS) 385. The law, which established school support teams in Nevada, can be found in Appendix A-1.

The SST process was piloted in Nevada during the 2004-2005 school year for the two Title I schools that were in the third year of improvement; the School Support Team Leader (SSTL) for these schools was the NDE State School Improvement Consultant.

Beginning with the 2005-2006 school year, NDE has provided Title I School Improvement funding to districts for the purpose of paying for School Support Team Leaders (SSTLs) to lead Title I schools in the third year of corrective action and fourth year of improvement through the planning for restructuring process.

Perhaps it would be well to distinguish here the difference between School Support Teams and other means of school improvement that coordinate with school support teams.

### **SAGE School Improvement--External Facilitators**

During a Title I school's first and second years of improvement, No Child Left Behind (NCLB) mandates that the State must "Create and sustain a statewide system of support that provides technical assistance to these schools." Nevada meets this requirement through its training and use of External Facilitators for Title I schools in improvement; these facilitators take these schools through the Student Achievement Gap Elimination (SAGE) process during those two years. From this process come the Title I schools' improvement plans.

To help you understand NCLB's regulations better, we have included Sections A-H of NCLB's Non-regulatory Guidance for School Improvement in Appendix A-2.

### **School Improvement Plans/ Technical Assistance Partnerships**

Additionally, under NRS 385, all schools (Title I and non-Title I) must write a School Improvement Plan; both non-Title I and Title I schools are helped in these plans by their school districts and by the use of a School Improvement Plan template devised by the Nevada Department of Education and, often, expanded by districts. This template is available on the [www.nevadasage.org](http://www.nevadasage.org) website. Title I schools in their first and second years of improvement are also helped in these plans by being taken through the SAGE process by their External Facilitators, who are financed through the Title I office at the Nevada Department of Education.

Also under NRS 385, each district must form a Technical Assistance Partnership (TAP) for each school identified as being in improvement; this TAP must be comprised of at least one employee of the school and at least one representative of the school district. The reporting form for this partnership has been devised by the Legislative Counsel Bureau in cooperation with the Nevada Department of Education and is submitted to the State and to others at the same time as the School Improvement Plan.

## **School Support Teams**

Nevada's Revised Statute 385 then mandates that a school in its third and fourth years of improvement, whether Title I or non-Title I, must have a School Support Team (SST) assigned to it. If the school continues not to make Adequate Yearly Progress (AYP), the SST continues with that school through the fourth year of improvement (planning for restructuring) and the fifth year of improvement (implementation of restructuring). The concept behind the School Support Team is to provide outside eyes and ideas for a school in order to prevent the school from finding itself in restructuring by going into the fourth year of improvement. The chart that delineates the years of improvement can be found in Appendix A-3.

The following is the law regarding whom the Nevada Department of Education must appoint to the School Support Team:

1. The School Support Team must, by law, include:

- (a) Teachers and principals who are considered highly qualified and who are not employees of the public school for which the support team is established;
- (b) At least one representative of the Department of Education;
- (c) Except for a charter school, at least one administrator at the district level who is employed by the board of trustees of the school district;
- (d) At least one parent or guardian of a pupil who is enrolled in the public school for which the support team is established; and
- (e) In addition to the requirements of paragraphs (a) to (d), inclusive, for a charter school:
  - (1) At least one member of the governing body of the charter school, regardless of the sponsor of the charter school; and
  - (2) If the charter school is sponsored by the board of trustees of a school district, at least one employee of the school district, which may include an administrator

These additional people may be appointed with the approval of the Nevada Department of Education:

2. The team may also include:

- (a) Except for a charter school, one or more members of the board of trustees of the school district in which the school is located;
- (b) Representatives of institutions of higher education;
- (c) Representatives of regional educational laboratories;
- (d) Representatives of outside consultant groups;



- (e) Representatives of the regional training program for the professional development of teachers and administrators.
- (f) The Legislative Counsel Bureau; and
- (g) Other persons who the Department determines are appropriate.

The NDE will contact the district and work with it to determine who will be on the SST. The NDE will also assign a Department consultant to be an SST member and the Department contact.

The Department will also assign the SST leader for the team.

## **School Support Team Leader**

As a part of the NCLB direction to “provide technical assistance to the school,” the Nevada Department of Education (NDE) trains and then pays for, through the districts, School Support Team Leaders (SSTLs) to lead Title I schools in the third and fourth years of improvement through the corrective action and restructuring processes. These SSTLs are assigned to the schools by the Nevada Department of Education. The criteria to be an SSTL can be found in Appendix A-4.

The SSTL has a very important position. He/she must, within a short period of time, help the SST and the school focus on one or two goals for the corrective action year and years four and five of improvement and build a revised school improvement plan in support of that goal(s).

**The following charts provide information regarding an overview of the SST’s actions, and duties of the Nevada Department of Education, the School Support Team Leader, the NDE representative on the School Support Team, and the School Support Team itself.**

## **Third Year of Improvement**

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### **Third Year of Improvement**

- The First Meeting of the SST
- Subsequent Meetings
- The Report
- Monitoring
- The May-June Meeting
- End-of-Year Report

**T**he SST process was piloted by the Nevada Department of Education during the 2004-2005 school year for the two Title I schools that were in the third year of improvement.

Beginning with the 2005-2006 school year, NDE is providing Title I School Improvement funding to districts for the purpose of paying for School Support Team Leaders (SSTLs) to lead Title I schools in the third and fourth years of improvement through the corrective action and planning for restructuring process.

As the SST meets for the first time regarding the school in the third year of improvement, it would be wise to be cognizant of the history of the school. Of course, by this meeting the team will have seen the School Report Card, various test data and results of surveys. However, the history of its academic progress up until now may have been unimpressive in many ways. Obviously, the school did not meet AYP for two years, with the result that it went into improvement under NCLB. Then, in the first year of improvement the school offered school choice and did not make AYP. In the second year of improvement, despite offering school choice and supplemental educational services, the school once again did not make AYP. However, there are many schools that have achieved impressive improvement and test scores and still have not made AYP. The SST will want to be cognizant of that and build upon whatever the school has been doing that caused that improvement.

Before beginning with the SST, the SSTL will need to contract with the district to be the SSTL. District contacts can be found on the NDE website ([www.doe.nv.gov](http://www.doe.nv.gov)). Different districts will handle the disbursement of funds to the SSTL in different ways, so the SSTL may want to ask what arrangements are being made--Will the SSTL get a certain amount after turning in the SST November 1<sup>st</sup> Report? Will the SSTL be paid the rest of it after turning in all the SST monthly reports and the SST End-of-Year Report or along the way as the reports are turned in? Etc.

### **THE FIRST SST MEETING**

See Appendix A-1, 385.3623 and 385.3744, for the law pertaining to this meeting.

The SST should meet as soon as possible, preferably before the end of August. Since the report of the SST's work is due to a large group of people on November 1, the SSTL will be carrying out all the steps required up to the submission of the SST November 1<sup>st</sup> Report.

It is recommended that the SSTL meet with the principal as early in the process as possible, prior to the first SST meeting. This meeting with the principal provides an opportunity to clarify any confusion and/or misconceptions that the principal may have about the School Support Team and the process that

will occur through the year. The SSTL can provide the principal with a list of data needed for the first SST meeting that the SSTL is not able to access. In addition, this meeting can serve as the first step towards building a rapport with the school.

### **Some Ideas for Preparation for the First Meeting:**

This first meeting is extremely important because it's the first time that the SSTL meets the other members of the SST and establishes his/her leadership role. Before the first meeting, you may wish to do the following:

1. Request the following data from the school or district (if the data exists):
  - Special education identification and placement data;
  - ESL identification and placement data;
  - Schedules of all teachers (including all specialists), with assignments indicated
  - Classroom Observation Data, such as Teach 4 Success;
  - Baseline data from the beginning of the school year from common assessments or common assessments from the previous year;
  - Most recent improvement plan;
  - School schedule;
  - Teacher assignments;
  - Technical Assistance Partnership Plan from the previous year;
  - Funding sources and amount received from each;
  - Teacher turnover rate; and
  - School culture, such as discipline referrals, suspensions, etc.
  - Any other data you think would be valuable
2. Print out the AYP matrix, report card, and data (charts) from the Nevada Department of Education website at <http://doe.nv.gov/accountability/ayp/>.
3. Send out an agenda (Appendix B-1) to the SST Members with an introductory letter.
4. Once you have received the data requested, forward that information to the School Support Team members and ask them to read the data before coming to the first meeting. (However, if you have more than a day over which to conduct this first meeting, you may wish to look at the data at the meeting and help the members of the SST with the analysis of the data at that time.)

5. Familiarize yourself with the data prior to the first meeting so that you will be able to lead the SST through the analysis process in an efficient and focused manner.
6. Check with the School Improvement Unit at the Nevada Department of Education to determine the corrective action the district has selected. This information is important to the planning process of the SST.
7. Set up dates for the required meetings with the principal, the staff, and the School Improvement Planning Team (SIPT).

The meetings with the principal and staff may be brief, less than an hour. It is at these meetings that the SST presents the school with the selected goal(s) for the school as well as other results of the first meeting with the SST. However the meeting with the SIPT may be a full day or more since it is at this time that the SIP is revised.

### **The Meeting Itself**

This meeting sets the climate for any subsequent meetings with this team and with members of the school. The Leader may wish to review the section of the SAGE manual regarding Decision-Making in order to expedite the work to be done through an understanding by all participants regarding decision-making methods.

Suggested materials for this meeting are the agenda, all of the data gathered, and the school's most recent improvement plan. The following are possible activities for the first meeting:

1. Review tasks and activities of the School Support Team
  - The purpose of the SST;
  - The SST requirements as outlined in NRS 385.3741 and NCLB Section 1117(a)(5);
  - The dates of the meetings with the principal and the staff (It is important that as many members of the team as possible attend these and subsequent meetings; determine at this time who will be present at each one), the meeting with the SIPT to revise/rewrite the School Improvement Plan, and the meeting with the SST to review the new School improvement Plan and write the SST November 1<sup>st</sup> Report;
2. Discuss the district's decision regarding the corrective action and how this may affect the work of the SST;
3. Using the SAGE manual for guidance, conduct a Needs Assessment by
  - organizing the data;
  - analyzing the student achievement results;
  - developing a student achievement goal;

- analyzing data from the five dimensions of school success;
- determining if any other data are necessary; and
- beginning the Inquiry Process by verifying the underlying reasons for the goal(s).

The result of this needs assessment will be

- identification of the positive attributes of the school;
- identification of the concerns for the school;
- identification of a goal(s); and
- identification of the underlying reasons for the goal(s), as verified through the beginning of the Inquiry Process. (See SAGE manual – Inquiry Process)

There are at least two reasons for choosing only one or two goals for the school with which the SST is working. Doing this allows the teaching staff to concentrate on the progress and achievement of the students. Also, the staff is less likely to feel overwhelmed and unsure of where to focus.

**The SSTL must take minutes at each meeting and send a summary of them to the School Support Team. These written records are very important because they must be submitted with the report due November 1, as well as with each subsequent monthly report.**

## **SUBSEQUENT MEETINGS OF THE SST**

You will already have arranged for meetings with the school principal, with the school staff, and then with the School Improvement Planning Team. You may want to invite the district superintendent and/or region superintendent to all meetings.

The following are some handouts the SSTL may wish to prepare for these meetings. The SSTL can send these handouts, as well as the data used to determine the news goal(s), to the principal and the SIPT before meeting with them so that they can prepare for the SIPT meeting since time will probably be short.

1. Positive attributes of the school that the SST found (*Created from the SST's first meeting*);
2. Challenges for the school that the SST found (*Created from the SST's first meeting*);
3. The goal(s) the SST wrote and will require within the revised School Improvement Plan (*Created from the SST's first meeting*);
4. Information on the corrective action decided by the district, which may be obtained by contacting the School Improvement Unit at the Nevada Department of Education (See page 6 for contact information.);

5. The SST Overview (See Appendix B-2); and

6. The SST Timeline (See page 8).

Send the above handouts, as well as the data used to determine the new goal(s), to the principal and the SIPT before meeting with them so that they can prepare for the SIPT meeting since time will be short.

In addition, the SSTL may wish to provide the following at the SIPT meeting:

1. Copies of the previous year's School Improvement Plan to hand out (It might help to have this loaded on a laptop);
2. Extra copies of the data already sent to the principal and the SIPT;
3. The SAGE School Improvement Plan Template per the SAGE website:  
[www.nevadasage.org](http://www.nevadasage.org);
4. A laptop with the template (with the data section already filled in) loaded on it in order for the SSTL or a member of the SIPT to revise the plan as the work progresses; and
5. An LCD projector to use for projection of the template.

### **Meeting with the Principal**

As many members of the SST as possible should participate in this meeting. The goal of the meeting is to acquaint the principal with the following (If the handouts mentioned above have been prepared, the SSTL may choose to use those):

1. The Overview of the SST;
2. The SST timeline for the school year;
3. The positive attributes of the school that the SST found in reviewing the school data;
4. The concerns for the school that the SST found in reviewing the school data;
5. The goal(s) that the SST wrote and that the School Improvement Planning Team will use as its goal in revising its plan; and
6. The corrective action determined by the district.

The SSTL should explain that he/she participates on the School Improvement Planning Team. In addition, the SSTL should explain that, under law, the SST has the responsibility of changing the SIP if it does not hold promise of implementing action steps toward reaching the goal(s) and improving student achievement at the school.

Please note the difference between Corrective Action Options for Title I schools and non-Title I schools in the box below.

### **Meeting with Staff**

The goal of this meeting is to provide the school staff with the same information given to the principal and provide the opportunity to discuss the information.

Quite often, because of time constraints, this meeting will be short. Once again, as many members of the SST as possible should participate in this and all other meetings.

**\*\*\* Please note the difference between Title I and Non-Title I Schools:  
(by law under NCLB Act of 2001, Sec.1116(b)(7)(C)(IV))**

**For Title I Schools:**

1. Corrective Action Options

- (I) Replace the school staff who are relevant to the failure to make adequate yearly progress.
- (II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
- (III) Significantly decrease management authority at the school level.
- (IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).
- (V) Extend the school year or school day for the school.
- (VI) Restructure the internal organizational structure of the school.

**For Non - Title I Schools:**

**(by law under NRS 385.3744, 19<sup>th</sup> Special Session, 25)**

1. Corrective Action Options

- (a) Develop and carry out a new curriculum at the school, including the provision of appropriate professional development relating to the new curriculum.
- (b) Decrease the number of employees at the school who carry out managerial duties.
- (c) Extend the school year or the school day.

### **Meeting with the SIPT**

The ultimate goal of this meeting is to write a new/revised School Improvement Plan, in cooperation with the SIPT, principal, and any other staff they feel should attend. The new goal(s) determined by the SST will, of course, be the basis for rewriting/revising the SIP.

The possible duties of the SSTL and other members of the SST at this time may be the following:

- 1. Review the data sent to the team;
- 2. Provide the SIPT with the new goal(s);
- 3. Determine if the SIPT wants the SSTL to facilitate the process or simply be a member of the process;

4. So as to avoid writing/revising the SIP more than once, remind the SIPT that if the SST determines that what they have written will not accomplish the goal(s), the SST has the right to revise or rewrite the plan as needed; and
5. Provide technical assistance and advice to prevent the necessity for further revisions by the SST, as follows:
  - Aid or, if the SSTL has been asked to, lead the revision process, once again using the SAGE Manual for guidance. Start with finishing the Inquiry Process by:
    - Investigating possible solutions and
    - Selecting solutions to fit the school context.
  - Aid/lead in writing the new Action Plan and the Monitoring and Evaluation Plans.
  - If the district's template requires additional information than the template format on the SAGE website, the SSTL may wish to assist in completing those additions.

## **THE SST NOVEMBER 1<sup>ST</sup> REPORT**

### **Preparation**

For the law regarding the writing of the report, see Appendix A-1, 385.3742. For the SST November 1<sup>st</sup> Report Form, see Appendix B-4.

Before the meeting for the writing of the report, the SSTL should be aware that, by law, the report must include the following:

1. Information concerning the previous year's improvement plan, including the appropriateness of the plan for the school and whether the school has achieved the goals and objectives set forth in the plan
2. The written revisions to the revised School Improvement Plan that is now being submitted by the SST
3. A summary of each program for remediation, if any, purchased for the school with the money that is available from the Federal government, the state of Nevada, and the school district in which the school is located, including:
  - The name of the program;
  - The date on which the program was purchased and the date on which the program was carried out by the school;



- The percentage of personnel at the school who were trained regarding the use of the program;
  - The satisfaction of the personnel at the school with the program; and
  - An evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program.
4. An analysis of the problems and factors at the school which contributed to the designation of the school as demonstrating need for improvement, including, without limitation, issues relating to:
- The financial resources of the school;
  - The administrative and educational personnel of the school;
  - The curriculum of the school;
  - The facilities available at the school, including the availability and accessibility of educational technology; and
  - Any other factors that the support team believes contributed to the designation of the school as demonstrating need for improvement.
5. Other information concerning the school, including, without limitation:
- The results of the pupils who are enrolled in the school on the CRT tests or the high school proficiency examination, as applicable, and any other assessment results which the school may have;
  - Records of the attendance and truancy of pupils who are enrolled in the school;
  - The transience rate of pupils who are enrolled in the school;
  - A description of the number of years that each teacher has provided instruction at the school and the rate of turnover of teachers and other educational personnel employed at the school;
  - A description of the participation of parents and legal guardians in the education process and other activities relating to the school;
  - A description of each source of money for the remediation of pupils who are enrolled in the school; and
  - A description of the disciplinary problems of the pupils who are enrolled in the school, including, without limitation, information on incidents involving weapons or violence, incidents involving the use of alcohol or controlled substances, the number

of suspensions or expulsions of students, and the number of students who are deemed habitual disciplinary problems.

Much of the data needed for the SST November 1<sup>st</sup> Report that the SSTL may not already have may be obtained from the principal of the school or is available at the Nevada Report Card website at the following: <http://www.nevadareportcard.com/>.

The SSTL may wish to provide the following for the meeting to write the report:

1. The agenda (See Appendix B-3);
2. The revised School Improvement Plan;
3. The SST November 1<sup>st</sup> Report Form (See Appendix B-4);
4. The data gathered from the principal; and
5. A laptop and, if possible, an LCD projector in order to project on the wall the SST November 1<sup>st</sup> Report Form Template with the data received from the principal already filled in.

### **The Report-Writing Meeting for the SST November 1<sup>st</sup> Report**

As many of the SST members as possible should be involved in the writing of the SST November 1<sup>st</sup> report; **however, the ultimate responsibility falls upon the SSTL**. It is strongly suggested the SST(L) accomplish all of the following tasks at this meeting:

1. Review the agenda;
2. Review the newly revised School Improvement Plan (projecting it on the wall is a good way to do this)
  - Review the data obtained by the principal;
  - Go through the plan step by step, making changes as necessary. A majority of the group must agree with any changes; and
  - Approve the plan (If changes are made, the SSTL must as soon as possible take them to the school and explain the reasons for the changes). Save the plan to submit with the SST November 1<sup>st</sup> Report.
3. Using the SST November 1<sup>st</sup> Report Template (Appendix B-4), complete the SST November 1<sup>st</sup> Report with as much input from the team members as possible;
4. Plan for the monitoring process
  - Discuss how the SST will monitor the progress of the school;

- Discuss elements the SST would like to see in the SSTL's Monthly Report to the SST, to the school, and to the superintendent and/or region superintendent; and
  - Create a timeline for the monthly meetings. The SSTL should send the meeting reports in a timely manner so that the SST and others have an opportunity to reply, ask questions, etc.; and
5. Determine a date in the spring or early summer to meet to review the accomplishments of the school and write the SST End-of-Year Report.

### **The Submission of the SST November 1<sup>st</sup> Report**

The report, with a cover letter (See Appendix B-5), is due by November 1 to the entities below (See addresses for asterisked names on page 6):

1. Principal of the school;
2. Board of Trustees of the School District in which the school is located;
3. Superintendent of schools of the school district in which the school is located;
4. Department of Education State School Improvement Consultant;\*
5. The Legislative Counsel Bureau;\*
6. SST members;
7. Assistant Director for School Improvement, Nevada Department of Education;\*
8. Director of Special Education, Elementary and Secondary Education, and School Improvement, Nevada Department of Education;\*
9. Deputy Superintendent of Instructional, Research, and Evaluative Services for the Nevada Department of Education;\* and
10. Superintendent of Public Instruction for the State of Nevada.\* (See Appendix A-1, 385.3742 for reference of who should receive the report.)

A copy of the following must be included with the report:

1. The School Support Team's approved School Improvement Plan;
2. Agendas from meetings;
3. Minutes from all meetings;

4. Any data provided to the team, School Improvement Planning Team, staff members before or at those meetings; and
5. Other documentation deemed important.

## **MONITORING**

### **Preparation**

The SSTL has already set up the monitoring visits' calendar. It is suggested that each month before going to the school for the purpose of monitoring, the SSTL should ask the principal and the district to provide any new data the school/district may have. (For example, Teach 4 Success observations; results of periodic interim assessments; what training happened, when, where, and who went; etc.).

The SST, in conjunction with the principal, produces part of the written monthly report, which details the school's progress toward meetings its goals (see Appendix B-6 for guidance). The SST Monthly Report will include:

1. Minutes from all Meetings
2. Any new data the school/district may have
3. Action Step Monitoring (using Monitoring Plan in SIP)
4. Any other materials required by the SST's Monitoring Plan

### **The Actual Monitoring**

If at all possible, the monitoring should take place during the school's SIPT meetings. While monitoring must occur, monitoring may look different for each school.

There are specific tasks that the SSTL needs to accomplish for monitoring. The purpose of the monitoring visit is to ensure that the school is following its School Improvement Plan. At each monthly visit, the SSTL requests from the school and district any new data it may have. The SSTL will provide technical assistance to the school. In the monthly report, the SSTL will summarize the activities that occurred and/or resulted from the monitoring visit. Other tasks may be undertaken as needed and as suggested by the SST.

## **THE END-OF-YEAR MEETING**

The purpose of this meeting is to evaluate the progress of the school and prepare the SST End-of-Year Report. This meeting should take place in June or July, once the school has received its assessment results. See Appendix B-7 for the format/content of the report.

The SST then has the task of digging deeply into the most recent available data—NRT, CRT, periodic formative assessment, teacher test scores, etc.—and understanding the success or challenges further. On the basis of this data and any other data the SST deems necessary, the SST once again determines a goal(s) for the following year.

The SSTL should complete the SST End-of-Year Report (Appendix B-7) and submit it to

1. Members of the SST;
2. The District and/or Region Superintendent;
3. The State School Improvement Consultant; and
4. The Deputy Superintendent of Instructional, Research, and Evaluative Services for the Nevada Department of Education.

## Fourth Year of Improvement

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### Fourth Year of Improvement

- First Meeting of the SST
- Subsequent Meetings
- November 1<sup>st</sup> Report
- Monitoring
- End-of-Year meeting
- End-of-Year Report

The SST process for the fourth year of improvement was carried out for the first time in 2005-2006 with the two Title I schools that were in the fourth year of improvement.

As in the third year, the NDE provides Title I School Improvement funding to districts for the purpose of paying for School Support Team Leaders (SSTLs) to lead Title I schools in the third year of corrective action and fourth year of planning for restructuring process. It is the district's responsibility during the fourth year to

plan for restructuring. The board of trustees or the Department, as applicable, shall provide to the administrators, teachers and other educational personnel employed at that school, as well as to parents and guardians of pupils enrolled in the school:

1. Notice that the board of trustees or the Department, as applicable, will develop a plan for restructuring the school;
2. An opportunity to comment before the plan to restructure is developed; and
3. An opportunity to participate in the development of the plan to restructure.

Districts must ensure that schools in their fourth year of improvement continue their third-year corrective action or choose a new corrective action from the options listed below. In the box below are the differences in corrective action for Title I and non-Title I schools.

**\*\*\* Please note the difference between Title I and Non-Title I Schools:**

**(by law under NCLB Act of 2001, Sec.1116(b)(7)(C)(IV))**

**For Title I Schools:**

1. Corrective Action Options

- (I) Replace the school staff who are relevant to the failure to make adequate yearly progress.
- (II) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
- (III) Significantly decrease management authority at the school level.
- (IV) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan under paragraph (3).
- (V) Extend the school year or school day for the school.
- (VI) Restructure the internal organizational structure of the school.

**For Non - Title I Schools:**

**(by law under NRS 385.3744, 19<sup>th</sup> Special Session, 25)**

1. Corrective Action Options

- (a) Develop and carry out a new curriculum at the school, including the provision of appropriate professional development relating to the new curriculum.
- (b) Decrease the number of employees at the school who carry out managerial duties.
- (c) Extend the school year or the school day.

In the following box are the differences in restructuring options for Title I and non-Title I schools:

**\*\*\* Please note the difference between Title I and Non-Title I Schools:  
(by law under NRS385.3761)**

**For Title I Schools:**

**1. Restructuring Options:**

- a. Replacing those employees at the school who contributed to the failure of the school to make adequate yearly progress;
- b. Entering into a contract with an entity, including, without limitation, a private management company, with a demonstrated record of effectiveness to operate the public school;
- c. If the board of trustees is responsible for restructuring, requesting that the Department oversee the operation of the public school;
- d. If the Department is responsible for restructuring, designating the Department as responsible for overseeing the operation of the school; or
- e. Taking any other action to restructure the governance of the school if the action is designed to improve the academic achievement of pupils enrolled in the school and has substantial promise of ensuring that the school makes adequate yearly progress.

**For Non - Title I Schools:**

At this time Non-Title I schools do not necessarily go through restructuring.

Before beginning with the SST, the SSTL will need to contract with the district to be the SSTL. District contacts can be found on the NDE website ([www.doe.nv.gov](http://www.doe.nv.gov)). Different district will handle the disbursement of funds to the SSTL in different ways, so the SSTL may want to ask what arrangements are being made--Will the SSTL get a certain amount after turning in the SST November 1st report? Will the SSTL be paid the rest of it after turning in all the SST monthly reports and the SST End-of-Year Report or along the way as the reports are turned in? Etc.

## **THE FIRST SST MEETING**

See Appendix A-1, 385.3623 and 385.3744, for the law pertaining to this meeting.

The SST should meet as soon as possible, preferably before the end of August. Since the report of the SST's work is due to a large group of people on November 1<sup>st</sup>, the SSTL will be carrying out all the steps required up to the submission of the SST November 1<sup>st</sup> Report.

It is recommended that the SSTL meet with the principal as early in the process as possible, prior to the first SST meeting. This meeting with the principal provides an opportunity to clarify any confusion and/or misconceptions that the principal may have about the School Support Team and the process that will occur through the year. The SSTL can provide the principal with a list of data needed for the first SST meeting that the SSTL is not able to access. In addition, this meeting can serve as the first step towards building a rapport with the school.

## **Some Ideas for Preparation for the First Meeting**

As in the Third Year of Improvement, the SSTL will meet the other members of the SST at the first meeting and establish his/her leadership role.

Once again, the SST should meet as soon as possible, preferably before the end of August. Since the report of the SST's work is due to a large group of people on November 1<sup>st</sup>, the SSTL will be carrying out all the steps required up to the submission of the SST November 1<sup>st</sup> Report.

This first meeting is extremely important. It is at this time that the SSTL meets the other members of the SST and establishes his/her leadership role. In order to prepare for this meeting, the following steps should be taken:

1. Request the following data from the school or district (if the data exists):

- Special education identification and placement data;
- ESL identification and placement data;
- Schedules of all teachers (including all specialists), with assignments indicated;
- Classroom Observation Data, such as Teach 4 Success;
- Baseline data from the beginning of the school year from common assessments or common assessments from the previous year;
- Most recent improvement plan;
- School schedule;
- Teacher assignments;
- Technical Assistance Partnership Plan from the previous year;
- Funding sources and amount received from each;
- Teacher turnover rate;
- School culture, such as discipline referrals, suspensions, etc.; and
- Any other data you think might be valuable.

2. Print out the AYP matrix, report card, and data (charts) from the Nevada Department of Education website at <http://doe.nv.gov/accountability/ayp/>.

3. Send out an agenda (Appendix B-1) to the SST Members with an introductory letter.



4. Once you have received the data requested, forward that information to the School Support Team members and ask them to read the data before coming to the first meeting. However, if you have more than a day over which to conduct this first meeting, you may wish to look at the data at the meeting and help the members of the SST with the analysis of the data at that time.)
5. Familiarize yourself with the data prior to the first meeting so that you will be able to lead the SST through the analysis process in an efficient and focused manner.
6. Check with the School Improvement Unit at the Nevada Department of Education to determine the corrective action the district has selected. This information is important to the planning process of the SST.
7. Set up dates for the required meetings with the principal and with the staff of the school.

The meetings with the principal and the staff may be brief, less than an hour. It is at these meetings that the SST presents the school with the selected goals(s) for the school as well as other results of the first meeting with the SST. However, the meeting with the SIPT may be a full day or more since it is at this time that the SIP is revised.

### **The Meeting Itself**

This meeting sets the climate for any subsequent meetings with this team and with members of the school. The Leader may wish to review the section of the SAGE manual regarding Decision-Making in order to expedite the work to be done through an understanding by all participants regarding decision-making methods.

Suggested materials for this meeting are the agenda, all of the data gathered, and the school's most recent improvement plan. The following are possible activities for the first meeting:

1. Review tasks and activities of the School Support Team
  - The purpose of the SST;
  - The SST requirements as outlined in NRS 385.3741 and NCLB Section 1117(a)(5);
  - The dates of the meetings with the principal and the staff (It is important that as many members of the team as possible attend these and subsequent meetings; determine at this time who will be present at each one), the meeting with the SIPT to revise/rewrite the School Improvement Plan, and the meeting with the SST to review the new School Improvement Plan and write the SST November 1<sup>st</sup> Report;
  - The meeting with the school's School Improvement Planning Team to rewrite the School Improvement Plan to implement the new goal(s); and
  - The meeting with the SST to review the new School Improvement Plan and write the SST November 1<sup>st</sup> Report (As many members of the SST should be present as possible).

2. Discuss the district's decision regarding the corrective action and how this may affect the work of the SST;
3. Using the SAGE manual for guidance, conduct a Needs Assessment by
  - organizing the data;
  - analyzing the student achievement results;
  - developing a student achievement goal;
  - analyzing data from the five dimensions of school success;
  - determining if any other data are necessary; and
  - beginning the Inquiry Process by verifying the underlying reasons for the goal(s).

The result of this needs assessment will be

- identification of the positive attributes of the school;
- identification of the concerns for the school;
- identification of a goal(s); and
- identification of the underlying reasons for the goal(s), as verified through the beginning of the Inquiry Process. (See SAGE manual – Inquiry Process)

There are at least two reasons for choosing only one or two goals for the school with which the SST is working. Doing this allows the teaching staff to concentrate on the progress and achievement of the students. Also, the staff is less likely to feel overwhelmed and unsure of where to focus.

**The SSTL must take minutes at each meeting and send a summary of them to the School Support Team. These written records are very important because they must be submitted with the SST report due November 1, as well as with each subsequent monthly report.**

## **SUBSEQUENT MEETINGS OF THE SST**

You will already have arranged for meetings with the school principal, with the school staff, and then with the School Improvement Planning Team. You may want to invite the district superintendent and/or region superintendent to all meetings.

The following are some handouts the SSTL may wish to prepare for these meetings. The SSTL can send these handouts, as well as the data used to determine the news goal(s), to the principal and the SIPT before meeting with them so that they can prepare for the SIPT meeting since time will probably be short.

1. Positive attributes of the school that the SST found (*Created from the SST's first meeting*);
2. Challenges for the school that the SST found (*Created from the SST's first meeting*);
3. The goal(s) the SST wrote and will require within the revised School Improvement Plan (*Created from the SST's first meeting*);
4. Information on the corrective action decided by the district and on planning for restructuring;
5. The SST Overview (See Appendix B-2); and
6. The SST Timeline (See page 8).

Send the above handouts, as well as the data used to determine the new goal(s), to the principal and the SIPT before meeting with them so that they can prepare for the SIPT meeting since time will be short.

In addition, the SSTL may wish to provide the following at the SIPT meeting:

1. Copies of the previous year's School Improvement Plan to hand out (The SSTL should have this uploaded onto a laptop);
2. Extra copies of the data already sent to the principal and the SIPT;
3. The SAGE School Improvement Plan Template per the SAGE website:  
[www.nevadasage.org](http://www.nevadasage.org);
4. A laptop with the template (with the data section already filled in) loaded on it in order for the SSTL or a member of the SIPT to revise the plan as the work progresses; and
5. An LCD projector (if possible) to use for projection of the template.

### **Meeting with the Principal**

As many members of the SST as possible should participate in this meeting. The goal of the meeting is to acquaint the principal with the following (If the handouts mentioned above have been prepared, the SSTL may choose to use those.):

1. The Overview of the SST;
2. The SST timeline for the school year;
3. The positive attributes of the school that the SST found in reviewing the school data;
4. The concerns for the school that the SST found in reviewing the school data;

5. The goal(s) that the SST wrote and that the School Improvement Planning Team will use as its goal in revising its plan; and
6. If a Title I school, information on any previous corrective action and on planning for restructuring.

The SST should explain that he/she participates on the School Improvement Planning team. In addition, the SST should explain that, under law, the SST has the responsibility to change the SIP if it does not hold promise of implementing action steps toward reaching the goal(s) and improving student achievement at the school.

Please note that at this time the non-Title I schools are not subject to Title I restructuring requirements (see box on page 22).

### **Meeting with Staff**

The goal of this meeting is to provide the school staff with the same information given to the principal and provide the opportunity to discuss the information.

### **Meeting with the SIPT**

The ultimate goal of this meeting is to write a new/revised School Improvement Plan, in cooperation with the SIPT, principal, and any other staff they feel should attend. The new goal(s) determined by the SST will, of course, be the basis for rewriting/revising the SIP.

The possible duties of the SSTL and other members of the SST at this time may be the following:

1. Review the data sent to the team;
2. Provide the SIPT with the new or revised goal(s);
3. Determine if the SIPT wants the SSTL to facilitate the process or simply be a member of the process;
4. So as to avoid writing/revising the Sip more than once, remind the SIPT that if the SST determines that what they have written will not accomplish the goal(s), the SST has the right to revise or rewrite the plan as needed; and
5. Provide technical assistance and advice to prevent the necessity for further revisions by the SST, as follows:
  - Aid or, if the SSTL has been asked to, lead the revision process, once again using the SAGE Manual for guidance. Start with finishing the Inquiry Process by:
    - Investigating possible solutions and
    - Selecting solutions to fit the school context.

- Aid/lead in writing the new Action Plan and the Monitoring and Evaluation Plans.
- If the district's template contains various additions to the template that is on the SAGE website, the SSTL may wish to assist in completing those additions.

## **THE SST NOVEMBER 1<sup>ST</sup> REPORT**

### **Preparation**

For reference to the law regarding the writing of the report, see Appendix A-1, NRS 385.3742. For the SST November 1<sup>st</sup> Report Form, see Appendix B-4.

Before the meeting for the writing of the report, the SSTL should be aware that, by law, the report must include the following:

1. Information concerning the previous year's improvement plan, including the appropriateness of the plan for the school and whether the school has achieved the goals and objectives set forth in the plan
2. The written revisions to the plan to improve the achievement of the school's pupils that is now being submitted by the SST
3. A summary of each program for remediation, if any, purchased for the school with the money that is available from the Federal government, the state of Nevada, and the school district in which the school is located, including:
  - The name of the program;
  - The date on which the program was purchased and the date on which the program was carried out by the school;
  - The percentage of personnel at the school who were trained regarding the use of the program;
  - The satisfaction of the personnel at the school with the program; and
  - An evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program.
4. An analysis of the problems and factors at the school which contributed to the designation of the school as demonstrating need for improvement, including, without limitation, issues relating to:
  - The financial resources of the school;
  - The administrative and educational personnel of the school;

- The curriculum of the school;
- The facilities available at the school, including the availability and accessibility of educational technology; and
- Any other factors that the support team believes contributed to the designation of the school as demonstrating need for improvement.

5. Other information concerning the school, including, without limitation:

- The results of the pupils who are enrolled in the school on the CRT tests or the high school proficiency examination, as applicable, and any other assessment results which the school may have.
- Records of the attendance and truancy of pupils who are enrolled in the school;
- The transience rate of pupils who are enrolled in the school;
- A description of the number of years that each teacher has provided instruction at the school and the rate of turnover of teachers and other educational personnel employed at the school;
- A description of the participation of parents and legal guardians in the education process and other activities relating to the school;
- A description of each source of money for the remediation of pupils who are enrolled in the school; and
- A description of the disciplinary problems of the pupils who are enrolled in the school, including, without limitation, information on incidents involving weapons or violence, incidents involving the use of alcohol or controlled substances, the number of suspensions or expulsions of students, and the number of students who are deemed habitual disciplinary problems.

Much of the data needed for the SST November 1<sup>st</sup> Report that the SSTL may not already have may be obtained from the principal of the school or is available at the Nevada Report Card website at the following: <http://www.nevadareportcard.com/>.

The SSTL may wish to provide the following for the meeting to write the report:

1. The agenda (See Appendix B-3);
2. The revised School Improvement Plan;
3. The SST November 1<sup>st</sup> Report Form (See Appendix B-4);

4. The data gathered from the principal; and
5. A laptop and, if possible, an LCD projector.

It is suggested that the SSTL be prepared to project on the wall the SST November 1<sup>st</sup> Report Form Template with the data already received from the principal filled in.

### **The Report-Writing Meeting for the SST November 1<sup>st</sup> Report**

As many of the SST members as possible should be involved in the writing of the report; **however, the ultimate responsibility falls upon the SSTL**. It is strongly suggested that the SST accomplish all of the following tasks at this meeting:

1. Review the agenda;
2. Review the newly revised School Improvement Plan (projecting it on the wall is a good way to do this)
  - Review the data obtained by the principal;
  - Go through the plan step by step, making changes as necessary. A majority of the group must agree with any changes; and
  - Approve the plan (If changes are made, the SSTL must as soon as possible take them to the school and explain the reasons for the changes). Save the plan to submit with the SST November 1<sup>st</sup> Report.
3. Using the SST November 1<sup>st</sup> Report Template (Appendix B-4), complete the November 1<sup>st</sup> report with as much input from the team members as possible;
4. Plan for the monitoring process
  - Discuss how the SSTL will monitor the progress of the school;
  - Discuss elements the SST would like to see in the SSTL's Monthly Report to the SST, to the school, and to the superintendent and/or region superintendent; and
  - Create a timeline for the monthly meetings. The SSTL should send the meeting reports in a timely manner so that the SST and others have an opportunity to reply, ask questions, etc.; and
5. Determine a date in spring or early summer to meet and review the accomplishments of the school and write the SST End-of-Year Report.

## **The Submission of the SST November 1<sup>st</sup> Report**

The report, with a cover letter (see Appendix B-5), is due by November 1 to the entities below (See addresses on page 6).

1. Principal of the school;
2. Board of Trustees of the School District in which the school is located;
3. Superintendent of schools of the school district in which the school is located;
4. The Nevada Department of Education State School Improvement Consultant;\*
5. The Legislative Counsel Bureau;\*
6. SST members;
7. Assistant Director for School Improvement, Nevada Department of Education;\*
8. Director of Special Education, Elementary and Secondary Education, and School Improvement, Nevada Department of Education;\*
9. Deputy Superintendent of Instructional, Research, and Evaluative Services for the Department;\* and
10. Superintendent of Public Instruction for the State of Nevada.\* (See Appendix A-1, 385.3742 for reference of who should receive the report.)

A copy of the following must be included with the report:

1. The School Support Team's approved School Improvement Plan;
2. Agendas from meetings;
3. Minutes from all meetings of the SST;
4. Any data provided to the team, School Improvement Planning Team, staff members before or at those meetings; and
5. Other documentation deemed important.

## **MONITORING**

### **Preparation**

The SSTL should contact the principal to set up the schedule for the required monthly monitoring visits. Each month before going to the school for the purpose of monitoring, the SSTL should ask the principal and the district to provide any new data the school/district may have. (For example, Teach 4 Success observations; results of periodic interim assessments; what training happened, when, where, and who went, etc.).



The SST, in conjunction with the principal, produces part of the written monthly report, which details the school's progress toward meeting its goals (see Appendix B-6 for guidance). The SST Monthly Report will include:

1. Minutes from all Meetings
2. Any new data the school/district may have
3. Action Step Monitoring (using Monitoring Plan in SIP)
4. Any other materials required by the SST's Monitoring Plan

### **The Actual Monitoring**

If at all possible, the monitoring should take place during the school's SIPT meetings. While monitoring must occur, monitoring may look different for each school.

There are specific tasks that the SSTL needs to accomplish for monitoring. The purpose of the monitoring visit is to ensure that the school is following its School Improvement Plan. At each monthly visit, the SSTL requests from the school and district any new data it may have. The SSTL will provide technical assistance to the school. In the SST Monthly Report, the SSTL will summarize the activities that occurred and/or resulted from the monitoring visit. Other tasks may be undertaken as needed and as suggested by the SST.

### **THE END-OF-YEAR MEETING**

The purpose of this meeting is to evaluate the progress of the school and prepare the SST End-of-Year Report. This meeting could take place in May or June, once the school has received its assessment results. See Appendix B-7 for the format/content of the SST End-of-Year Report.

The SST then has the task of digging deeply into available data from the previous year—NRT, CRT, periodic formative assessment, teacher test scores, etc.—and understanding the successes or challenges further. On the basis of this data and any other data the SST deems necessary, the SST once again determines a goal(s) for the following year.

The SSTL should complete the SST End-of-Year Report (Appendix B-7) and submit it to:

1. Members of the SST;
2. The District and/or Region Superintendent;
3. State School Improvement Consultant; and
4. The Deputy Superintendent of Instructional, Research, and Evaluative Services for the Nevada Department of Education.

## **APPENDIX A**

**A-1 Nevada Revised Statutes 385.347-385.384**

**A-2 LEA and School Improvement  
NCLB's Non-regulatory Guidance**

**A-3 Consequences**

**A-4 Criteria to Become a School Support Team Leader**



## **Appendix A-1**

### **Nevada Revised Statutes**

#### **385.347 – 385.384**

#### **NRS 385.347 Program of accountability for school districts; contents of annual report of accountability for school districts; submission and public dissemination of report; duties of Superintendent of Public Instruction.**

1. The board of trustees of each school district in this state, in cooperation with associations recognized by the State Board as representing licensed personnel in education in the district, shall adopt a program providing for the accountability of the school district to the residents of the district and to the State Board for the quality of the schools and the educational achievement of the pupils in the district, including, without limitation, pupils enrolled in charter schools in the school district. The board of trustees of a school district shall report the information required by subsection 2 for each charter school within the school district, regardless of the sponsor of the charter school.

2. The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report of accountability concerning:

(a) The educational goals and objectives of the school district.

(b) Pupil achievement for each school in the district and the district as a whole, including, without limitation, each charter school in the district. The board of trustees of the district shall base its report on the results of the examinations administered pursuant to NRS 389.015 and 389.550 and shall compare the results of those examinations for the current school year with those of previous school years. The report must include, for each school in the district, including, without limitation, each charter school in the district, and each grade in which the examinations were administered:

(1) The number of pupils who took the examinations;

(2) An explanation of instances in which a school was exempt from administering or a pupil was exempt from taking an examination;

(3) A record of attendance for the period in which the examinations were administered, including an explanation of any difference in the number of pupils who took the examinations and the number of pupils who are enrolled in the school;

(4) Except as otherwise provided in this paragraph, pupil achievement, reported separately by gender and reported separately for the following subgroups of pupils:

(I) Pupils who are economically disadvantaged, as defined by the State Board;

(II) Pupils from major racial and ethnic groups, as defined by the State Board;

(III) Pupils with disabilities;

(IV) Pupils who are limited English proficient; and

(V) Pupils who are migratory children, as defined by the State Board;

(5) A comparison of the achievement of pupils in each subgroup identified in paragraph (b) of subsection 1 of NRS 385.361 with the annual measurable objectives of the State Board;

(6) The percentage of pupils who were not tested;

(7) Except as otherwise provided in this paragraph, the percentage of pupils who were not tested, reported separately by gender and reported separately for the subgroups identified in subparagraph (4);

(8) The most recent 3-year trend in pupil achievement in each subject area tested and each grade level tested pursuant to NRS 389.015 and 389.550, which may include information regarding the trend in the achievement of pupils for more than 3 years, if such information is available;

(9) Information that compares the results of pupils in the school district, including, without limitation, pupils enrolled in charter schools in the district, with the results of pupils throughout this state. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison; and

(10) For each school in the district, including, without limitation, each charter school in the district, information that compares the results of pupils in the school with the results of pupils throughout the school district and throughout this state. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

A separate reporting for a subgroup of pupils must not be made pursuant to this paragraph if the number of pupils in that subgroup is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual pupil. The State Board shall prescribe the mechanism for determining the minimum number of pupils that must be in a subgroup for that subgroup to yield statistically reliable information.

(c) The ratio of pupils to teachers in kindergarten and at each grade level for each elementary school in the district and the district as a whole, including, without limitation, each charter school in the district, and the average class size for each core academic subject, as set forth in NRS 389.018, for each secondary school in the district and the district as a whole, including, without limitation, each charter school in the district.

(d) Information on the professional qualifications of teachers employed by each school in the district and the district as a whole, including, without limitation, each charter school in the district. The information must include, without limitation:

(1) The percentage of teachers who are:

(I) Providing instruction pursuant to NRS 391.125;

(II) Providing instruction pursuant to a waiver of the requirements for licensure for the grade level or subject area in which the teachers are employed; or

(III) Otherwise providing instruction without an endorsement for the subject area in which the teachers are employed;

(2) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers; and

(3) The percentage of classes in the core academic subjects, as set forth in NRS 389.018, that are not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools, which for the purposes of this subparagraph, means schools in the top quartile of poverty and the bottom quartile of poverty in this state.

(e) The total expenditure per pupil for each school in the district and the district as a whole, including, without limitation, each charter school in the district. If this state has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this paragraph.

(f) The curriculum used by the school district, including:

(1) Any special programs for pupils at an individual school; and

(2) The curriculum used by each charter school in the district.

(g) Records of the attendance and truancy of pupils in all grades, including, without limitation:

(1) The average daily attendance of pupils, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(2) For each elementary school, middle school and junior high school in the district, including, without limitation, each charter school in the district that provides instruction to pupils enrolled in a grade level other than high school, information that compares the attendance of the pupils enrolled in the school with the attendance of pupils throughout the district and throughout this state. The information required by this subparagraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(h) The annual rate of pupils who drop out of school in grades 9 to 12, inclusive, for each such grade, for each school in the district and for the district as a whole, excluding pupils who:

(1) Provide proof to the school district of successful completion of the examinations of general educational development.

(2) Are enrolled in courses that are approved by the Department as meeting the requirements for an adult standard diploma.

(3) Withdraw from school to attend another school.

(i) Records of attendance of teachers who provide instruction, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(j) Efforts made by the school district and by each school in the district, including, without limitation, each charter school in the district, to increase:

(1) Communication with the parents of pupils in the district; and

(2) The participation of parents in the educational process and activities relating to the school district and each school, including, without limitation, the existence of parent organizations and school advisory committees.

(k) Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school in the district.

(l) Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school in the district.

(m) Records of the suspension and expulsion of pupils required or authorized pursuant to NRS 392.466 and 392.467.

(n) The number of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(o) The number of pupils in each grade who are retained in the same grade pursuant to NRS 392.033 or 392.125, for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(p) The transiency rate of pupils for each school in the district and the district as a whole, including, without limitation, each charter school in the district. For the purposes of this paragraph, a pupil is not transient if he is transferred to a different school within the school district as a result of a change in the zone of attendance by the board of trustees of the school district pursuant to NRS 388.040.

(q) Each source of funding for the school district.

(r) The amount and sources of money received for remedial education for each school in the district and the district as a whole, including, without limitation, each charter school in the district.

(s) For each high school in the district, including, without limitation, each charter school in the district, the percentage of pupils who graduated from that high school or charter school in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university or community college within the University and Community College System of Nevada.

(t) The technological facilities and equipment available at each school, including, without limitation, each charter school, and the district's plan to incorporate educational technology at each school.

(u) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who received:

(1) A standard high school diploma.

(2) An adjusted diploma.

(3) A certificate of attendance.

(v) For each school in the district and the district as a whole, including, without limitation, each charter school in the district, the number and percentage of pupils who did not receive a high school diploma because the pupils failed to pass the high school proficiency examination.

(w) The number of habitual truants who are reported to a school police officer or law enforcement agency pursuant to paragraph (a) of subsection 2 of NRS 392.144 and the number of habitual truants who are referred to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2 of NRS 392.144, for each school in the district and for the district as a whole.

(x) The amount and sources of money received for the training and professional development of teachers and other educational personnel for each school in the district and for the district as a whole, including, without limitation, each charter school in the district.

(y) Whether the school district has made adequate yearly progress. If the school district has been designated as demonstrating need for improvement pursuant to NRS 385.377, the report must include a statement indicating the number of consecutive years the school district has carried that designation.

(z) Information on whether each public school in the district, including, without limitation, each charter school in the district, has made adequate yearly progress, including, without limitation:

(1) The number and percentage of schools in the district, if any, that have been designated as needing improvement pursuant to NRS 385.3623; and



(2) The name of each school, if any, in the district that has been designated as needing improvement pursuant to NRS 385.3623 and the number of consecutive years that the school has carried that designation.

(aa) Information on the paraprofessionals employed by each public school in the district, including, without limitation, each charter school in the district. The information must include:

(1) The number of paraprofessionals employed at the school; and

(2) The number and percentage of all paraprofessionals who do not satisfy the qualifications set forth in 20 U.S.C. § 6319(c). The reporting requirements of this subparagraph apply to paraprofessionals who are employed in positions supported with Title I money and to paraprofessionals who are not employed in positions supported with Title I money.

(bb) For each high school in the district, including, without limitation, each charter school that operates as a high school, information that provides a comparison of the rate of graduation of pupils enrolled in the high school with the rate of graduation of pupils throughout the district and throughout this state. The information required by this paragraph must be provided in consultation with the Department to ensure the accuracy of the comparison.

(cc) An identification of the appropriations made by the Legislature that are available to the school district or the schools within the district and programs approved by the Legislature to improve the academic achievement of pupils.

(dd) Such other information as is directed by the Superintendent of Public Instruction.

3. The records of attendance maintained by a school for purposes of paragraph (i) of subsection 2 must include the number of teachers who are in attendance at school and the number of teachers who are absent from school. A teacher shall be deemed in attendance if the teacher is excused from being present in the classroom by the school in which he is employed for one of the following reasons:

(a) Acquisition of knowledge or skills relating to the professional development of the teacher; or

(b) Assignment of the teacher to perform duties for cocurricular or extracurricular activities of pupils.

4. The annual report of accountability prepared pursuant to subsection 2 must:

(a) Comply with 20 U.S.C. § 6311(h)(2) and the regulations adopted pursuant thereto; and

(b) Be presented in an understandable and uniform format and to the extent practicable, provided in a language that parents can understand.

5. The Superintendent of Public Instruction shall:

(a) Prescribe forms for the reports required pursuant to subsection 2 and provide the forms to the respective school districts.

(b) Provide statistical information and technical assistance to the school districts to ensure that the reports provide comparable information with respect to each school in each district and among the districts throughout this state.

(c) Consult with a representative of the:

- (1) Nevada State Education Association;
- (2) Nevada Association of School Boards;
- (3) Nevada Association of School Administrators;
- (4) Nevada Parent Teacher Association;
- (5) Budget Division of the Department of Administration; and
- (6) Legislative Counsel Bureau,

concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

6. The Superintendent of Public Instruction may consult with representatives of parent groups other than the Nevada Parent Teacher Association concerning the program and consider any advice or recommendations submitted by the representatives with respect to the program.

7. On or before April 1 of each year, the board of trustees of each school district shall submit to:

(a) Each advisory board to review school attendance created in the county pursuant to NRS 392.126 the information required in paragraph (g) of subsection 2.

(b) The Commission on Educational Technology created by NRS 388.790 the information prepared by the board of trustees pursuant to paragraph (t) of subsection 2.

8. On or before August 15 of each year, the board of trustees of each school district shall:

(a) Submit the report required pursuant to subsection 2 to the:

- (1) Governor;
- (2) State Board;
- (3) Department;
- (4) Committee; and
- (5) Bureau.

(b) Provide for public dissemination of the annual report of accountability prepared pursuant to subsection 2 in the manner set forth in 20 U.S.C. § 6311(h)(2)(E) to the schools in the school district, including, without limitation, each charter school in the district, the residents of the district, and the parents and guardians of pupils enrolled in schools in the district, including, without limitation, each charter school in the district.

9. As used in this section:

(a) “Highly qualified” has the meaning ascribed to it in 20 U.S.C. § 7801(23).

(b) “Paraprofessional” has the meaning ascribed to it in NRS 391.008.

(Added to NRS by 1989, 2117; A 1993, 2745; 1995, 1741, 1744; 1997, 1767, 1841, 2832; 1999, 613, 617, 2650, 3449; 2001, 248, 1470, 3119; 2003, 19th Special Session, 34)

NRS 385.348 Plan by school district to improve achievement of pupils: Preparation; contents; submission; annual review.

1. The board of trustees of each school district shall, in consultation with the employees of the school district, prepare a plan to improve the achievement of pupils enrolled in the school district, excluding pupils who are enrolled in charter schools located in the school district. If the school district is a Title I school district designated as demonstrating need for improvement pursuant to NRS 385.377, the plan must also be prepared in consultation with parents and guardians of pupils enrolled in the school district and other persons who the board of trustees determines are appropriate.

2. Except as otherwise provided in this subsection, the plan must include the items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto. If a school district has not been designated as demonstrating need for improvement pursuant to NRS 385.377, the board of trustees of the school district is not required to include those items set forth in 20 U.S.C. § 6316(c)(7) and the regulations adopted pursuant thereto that directly relate to the status of a school district as needing improvement.

3. In addition to the requirements of subsection 2, a plan to improve the achievement of pupils enrolled in a school district must include:

(a) A review and analysis of the data upon which the report required pursuant to subsection 2 of NRS 385.347 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors at individual schools that are revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as set forth in NRS 389.018.

(d) Strategies to improve the academic achievement of pupils enrolled in the school district including, without limitation, strategies to:

- (1) Instruct pupils who are not achieving to their fullest potential;
- (2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;
- (3) Integrate technology into the instructional and administrative programs of the school district;
- (4) Manage effectively the discipline of pupils; and
- (5) Enhance the professional development offered for the teachers and administrators employed by the school district to include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the board of trustees of the school district.

(e) An identification, by category, of the employees of the school district who are responsible for ensuring that each provision of the plan is carried out effectively.

(f) In consultation with the Department, an identification, by category, of the employees of the Department, if any, who are responsible for overseeing and monitoring whether the plan is carried out effectively.

(g) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(h) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(i) Strategies to improve the allocation of resources from the school district, by program and by school, in a manner that will improve the academic achievement of pupils. If this state has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school district shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school district shall use its own financial analysis program in complying with this paragraph.

(j) Based upon the reallocation of resources set forth in paragraph (i), the resources available to the school district to carry out the plan.

(k) A summary of the effectiveness of appropriations made by the Legislature that are available to the school district or the schools within the school district to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

4. The board of trustees of each school district shall:

(a) Review the plan prepared pursuant to this section annually to evaluate the effectiveness of the plan; and

(b) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that the plan is designed to improve the academic achievement of pupils enrolled in the school district.

5. On or before December 15 of each year, the board of trustees of each school district shall submit the plan or the revised plan, as applicable, to the:

(a) Superintendent of Public Instruction;

(b) Governor;

(c) State Board;

(d) Department;

(e) Committee; and

(f) Bureau.

(Added to NRS by 2003, 19th Special Session, 9)

**NRS 385.351 Submission of accountability reports; preparation of additional report; preparation of procedure to improve achievement; inclusion of reports and procedure in final budget; maintenance of information by Department. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.354 Reports of regional subdistricts in certain school districts; contents and submission of reports; compilation of reports by board of trustees. [Effective through June 30, 2007.]**

1. If the board of trustees of a school district in a county whose population is 400,000 or more, or the superintendent of schools of such a school district, creates regional subdistricts within the school district, each regional subdistrict shall, on or before August 15 of each year, prepare an annual report. The annual report must include, without limitation, for the immediately preceding school year:

(a) A description of the geographic area that comprises the subdistrict.

(b) A list of the administrative leadership of the subdistrict.

(c) The number of public meetings, if any, held by the subdistrict.

(d) The information required by subsection 2 of NRS 385.347, reported for the subdistrict as a whole and for each school within the subdistrict.

(e) The total number of administrators employed to provide services within the subdistrict, and the total amount of money paid to those administrators for salaries and benefits.

(f) The total number of teachers and other educational personnel employed to provide instruction and other educational services in schools within the subdistrict, and the total amount of money paid to those teachers and personnel for salaries and benefits.

(g) The number of substitute teachers who were employed to provide instruction in schools within the subdistrict for a period of 30 consecutive days or more and the subject areas taught by those substitute teachers.

(h) The number of administrators, teachers and other educational personnel identified in paragraphs (e) and (f) that attended a regional training program for the professional development of teachers and administrators established pursuant to NRS 391.512, including, without limitation:

(1) The type of training received; and

(2) A summary of the evaluation of the training by the teachers and administrators who participated.

(i) Demographic information concerning the pupils enrolled in schools within the subdistrict, including, without limitation:

(1) Race;

(2) Ethnicity;

(3) Gender;

(4) The percentage of pupils with disabilities who received special education pursuant to NRS 388.440 to 388.520, inclusive;

(5) The percentage of gifted and talented pupils who received special education pursuant to NRS 388.440 to 388.520, inclusive;

(6) The percentage of pupils who participated in the program for free or reduced-price school lunches pursuant to 42 U.S.C. §§ 1751 et seq.; and

(7) The percentage of pupils who participated in educational programs for migratory children provided pursuant to 20 U.S.C. §§ 6391 et seq.

(j) The number of schools, if any, within the subdistrict that were designated as demonstrating need for improvement.

(k) A summary of each program for remediation, if any, purchased for the schools within the subdistrict, including, without limitation:

(1) The name of the program; and

(2) The costs of the program.

(l) The number of preschool children who participated in early childhood education programs provided by the school district, the subdistrict or schools within the subdistrict.

(m) The budget for the subdistrict, including, without limitation, the:

(1) Amount of money from the school district's total budget that was allocated to the subdistrict or for use to operate the schools within the subdistrict; and

(2) Actual expenditures of the subdistrict or school district, as applicable, expressed on a per pupil basis, to operate the schools within the subdistrict.

(n) The establishment of zones of attendance, if any, or changes made to the existing zones of attendance, if any, that affected the subdistrict and the number of pupils within the subdistrict who were affected by each change.

(o) The number of schools within the subdistrict, if any, that converted to a year-round schedule.

(p) A description of the procedure of the subdistrict for hearing grievances and complaints of parents and legal guardians of pupils enrolled in schools within the subdistrict.

2. On or before August 15 of each year, each regional subdistrict shall submit to the board of trustees of the school district in which the subdistrict is located, the written report prepared pursuant to subsection 1. On or before December 15 of each year, the board of trustees shall submit a written compilation of the reports to the:

(a) Legislative Commission;

(b) Committee; and

(c) Department.

ÊThe written compilation must include, without limitation, an analysis and evaluation of the equity among the regional subdistricts based upon the information reported.

3. The board of trustees of a school district that includes regional subdistricts which are required to submit reports pursuant to this section shall prescribe forms for the reports.

(Added to NRS by 2001, 831; A 2003, 19th Special Session, 40)

**NRS 385.356 Maintenance of records by Department. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.357 Plan to improve achievement of pupils for individual schools; duties of technical assistance partnership or school support team in preparing plan; annual review; process for approval and submission of plan; timeline for carrying out plan.**

1. The principal of each school, including, without limitation, each charter school, shall, in consultation with the employees of the school, prepare a plan to improve the achievement of the pupils enrolled in the school.

2. The plan developed pursuant to subsection 1 must include:

(a) A review and analysis of the data pertaining to the school upon which the report required pursuant to subsection 2 of NRS 385.347 is based and a review and analysis of any data that is more recent than the data upon which the report is based.

(b) The identification of any problems or factors at the school that are revealed by the review and analysis.

(c) Strategies based upon scientifically based research, as defined in 20 U.S.C. § 7801(37), that will strengthen the core academic subjects, as defined in NRS 389.018.

(d) Policies and practices concerning the core academic subjects which have the greatest likelihood of ensuring that each subgroup of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school will make adequate yearly progress and meet the minimum level of proficiency prescribed by the State Board.

(e) Annual measurable objectives, consistent with the annual measurable objectives established by the State Board pursuant to NRS 385.361, for the continuous and substantial progress by each subgroup of pupils identified in paragraph (b) of subsection 1 of that section who are enrolled in the school to ensure that each subgroup will make adequate yearly progress and meet the level of proficiency prescribed by the State Board.

(f) Strategies, consistent with the policy adopted pursuant to NRS 392.457 by the board of trustees of the school district in which the school is located, to promote effective involvement by parents and families of pupils enrolled in the school in the education of their children.

(g) As appropriate, programs of remedial education or tutoring to be offered before and after school, during the summer, or between sessions if the school operates on a year-round calendar for pupils enrolled in the school who need additional instructional time to pass or to reach a level considered proficient.

(h) Strategies to improve the academic achievement of pupils enrolled in the school, including, without limitation, strategies to:

(1) Instruct pupils who are not achieving to their fullest potential;



(2) Increase the rate of attendance of pupils and reduce the number of pupils who drop out of school;

(3) Integrate technology into the instructional and administrative programs of the school;

(4) Manage effectively the discipline of pupils; and

(5) Enhance the professional development offered for the teachers and administrators employed at the school to include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the principal and other persons and entities responsible for the development of the plan.

(i) An identification, by category, of the employees of the school who are responsible for ensuring that the plan is carried out effectively.

(j) In consultation with the school district or governing body, as applicable, an identification, by category, of the employees of the school district or governing body, if any, who are responsible for ensuring that the plan is carried out effectively or for overseeing and monitoring whether the plan is carried out effectively.

(k) In consultation with the Department, an identification, by category, of the employees of the Department, if any, who are responsible for overseeing and monitoring whether the plan is carried out effectively.

(l) For each provision of the plan, a timeline for carrying out that provision, including, without limitation, a timeline for monitoring whether the provision is carried out effectively.

(m) For each provision of the plan, measurable criteria for determining whether the provision has contributed toward improving the academic achievement of pupils, increasing the rate of attendance of pupils and reducing the number of pupils who drop out of school.

(n) The resources available to the school to carry out the plan. If this state has a financial analysis program that is designed to track educational expenditures and revenues to individual schools, each school shall use that statewide program in complying with this paragraph. If a statewide program is not available, each school shall use the financial analysis program used by the school district in which the school is located in complying with this paragraph.

(o) A summary of the effectiveness of appropriations made by the Legislature that are available to the school to improve the academic achievement of pupils and programs approved by the Legislature to improve the academic achievement of pupils.

3. In addition to the requirements of subsection 2, if a school has been designated as demonstrating need for improvement pursuant to NRS 385.3623, the plan must comply with 20 U.S.C. § 6316(b)(3) and the regulations adopted pursuant thereto.

4. Except as otherwise provided in subsection 5, the principal of each school shall, in consultation with the employees of the school:

(a) Review the plan prepared pursuant to this section annually to evaluate the effectiveness of the plan; and

(b) Based upon the evaluation of the plan, make revisions, as necessary, to ensure that the plan is designed to improve the academic achievement of pupils enrolled in the school.

5. If a school has been designated as demonstrating need for improvement pursuant to NRS 385.3623, the technical assistance partnership or the support team established for the school, as applicable, shall review the plan and make revisions to the most recent plan for improvement of the school pursuant to NRS 385.3692 or 385.3741, as applicable. If the school is a Title I school that has been designated as demonstrating need for improvement, the technical assistance partnership or support team established for the school, as applicable, shall, in making revisions to the plan, work in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity responsible for creating the partnership or support team, outside experts.

6. On or before November 1 of each year, the principal of each school, or the technical assistance partnership or support team established for the school, as applicable, shall submit the plan or the revised plan, as applicable, to:

(a) If the school is a public school of the school district, the superintendent of schools of the school district.

(b) If the school is a charter school, the governing body of the charter school.

7. If a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623, the superintendent of schools of the school district or the governing body, as applicable, shall carry out a process for peer review of the plan or the revised plan, as applicable, in accordance with 20 U.S.C. § 6316(b)(3)(E) and the regulations adopted pursuant thereto. Not later than 45 days after receipt of the plan, the superintendent of schools of the school district or the governing body, as applicable, shall approve the plan or the revised plan, as applicable, if it meets the requirements of 20 U.S.C. § 6316(b)(3) and the regulations adopted pursuant thereto and the requirements of this section. The superintendent of schools of the school district or the governing body, as applicable, may condition approval of the plan or the revised plan, as applicable, in the manner set forth in 20 U.S.C. § 6316(b)(3)(B) and the regulations adopted pursuant thereto. The State Board shall prescribe the requirements for the process of peer review, including, without limitation, the qualifications of persons who may serve as peer reviewers.

8. If a school is designated as demonstrating exemplary achievement, high achievement or adequate achievement, or if a school that is not a Title I school is designated as demonstrating need for improvement, not later than 45 days after receipt of the plan or the revised plan, as applicable, the superintendent of schools of the school district or the governing body, as applicable, shall approve the plan or the revised plan if it meets the requirements of this section.

9. On or before December 15 of each year, the principal of each school, or the technical assistance partnership or support team established for the school, as applicable, shall submit the final plan or the final revised plan, as applicable, to the:

- (a) Superintendent of Public Instruction;
- (b) Governor;
- (c) State Board;
- (d) Department;
- (e) Committee;
- (f) Bureau; and
- (g) Board of trustees of the school district in which the school is located.

10. A plan for the improvement of a school must be carried out expeditiously, but not later than January 1 after approval of the plan pursuant to subsection 7 or 8, as applicable.

(Added to NRS by 2003, 19th Special Session, 11)

**NRS 385.359 Duty of Bureau to contract with consultant to review accountability information and submit written reports; qualifications of consultant.**

1. The Bureau shall contract with a person or entity to:

(a) Review and analyze, in accordance with the standards prescribed by the Committee pursuant to subsection 2 of NRS 218.5354, the:

(1) Annual report of accountability prepared by:

(I) The State Board pursuant to NRS 385.3469; and

(II) The board of trustees of each school district pursuant to NRS 385.347.

(2) Plan to improve the achievement of pupils prepared by:

(I) The State Board pursuant to NRS 385.34691;

(II) The board of trustees of each school district pursuant to NRS 385.348; and

(III) Each school pursuant to NRS 385.357 identified by the Bureau for review, if any.

(b) Submit a written report to and consult with the State Board and the Department regarding any methods by which the State Board may improve the accuracy of the report of accountability required pursuant to NRS 385.3469 and the plan to improve the achievement of pupils required pursuant to NRS 385.34691, and the purposes for which the report and plan to improve are used.

(c) Submit a written report to and consult with each school district regarding any methods by which the district may improve the accuracy of the report required pursuant to subsection 2 of NRS 385.347 and the plan to improve the achievement of pupils required pursuant to NRS 385.348, and the purposes for which the report and plan to improve are used.

(d) If requested by the Bureau, submit a written report to and consult with individual schools identified by the Bureau regarding any methods by which the school may improve the accuracy of the information required to be reported for the school pursuant to subsection 2 of NRS 385.347 and the plan to improve the achievement of pupils required pursuant to NRS 385.357.

(e) Submit written reports and any recommendations to the Committee and the Bureau concerning:

(1) The effectiveness of the provisions of NRS 385.3455 to 385.391, inclusive, in improving the accountability of the schools of this state;

(2) The status of each school district that is designated as demonstrating need for improvement pursuant to NRS 385.377 and each school that is designated as demonstrating need for improvement pursuant to NRS 385.3623; and

(3) Any other matter related to the accountability of the public schools of this state, as deemed necessary by the Bureau.

2. The consultant with whom the Bureau contracts to perform the duties required pursuant to subsection 1 must possess the experience and knowledge necessary to perform those duties, as determined by the Committee.

(Added to NRS by 1997, 1766; A 1999, 2655; 2003, 19th Special Session, 42)

**Duties of State Board: Measurement of Adequate Yearly Progress;  
Criteria for Designating Schools and School Districts; Inclusion  
of Certain Pupils Within Statewide System of Accountability**

**NRS 385.361 Measurement of adequate yearly progress prescribed by State Board;  
regulations governing consequences for certain non-Title I schools.**

1. The State Board shall define the measurement for determining whether each public school, each school district and this state are making adequate yearly progress. The definition of adequate yearly progress must:

(a) Comply with 20 U.S.C. § 6311(b)(2) and the regulations adopted pursuant thereto;

(b) Be designed to ensure that all pupils will meet or exceed the minimum level of proficiency set by the State Board, including, without limitation:

(1) Pupils who are economically disadvantaged, as defined by the State Board;

(2) Pupils from major racial and ethnic groups, as defined by the State Board;

(3) Pupils with disabilities; and

(4) Pupils who are limited English proficient;

(c) Be based primarily upon the measurement of progress of pupils on the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable;

(d) Include annual measurable objectives established pursuant to 20 U.S.C. § 6311(b)(2)(G) and the regulations adopted pursuant thereto;

(e) For high schools, include the rate of graduation; and

(f) For elementary schools, junior high schools and middle schools, include the rate of attendance.

2. The examination in science must not be included in the definition of adequate yearly progress.

3. The State Board shall prescribe, by regulation, the consequences or sanctions, or both, that apply to a public school that is not a Title I school and that has been designated as demonstrating need for improvement for 4 consecutive years or more. In no event may the consequences or sanctions be more strict than the restructuring that applies to Title I schools.

(Added to NRS by 2003, 19th Special Session, 2)

**NRS 385.3611 Regulations governing criteria for designating schools and school districts. The State Board shall adopt regulations that prescribe the criteria to be used for designating:**

1. Public schools that do not satisfy the criteria for demonstrating adequate achievement or need for improvement:

(a) As demonstrating exemplary achievement.

(b) As demonstrating high achievement.

2. School districts that do not satisfy the criteria for demonstrating adequate achievement or need for improvement:

(a) As demonstrating exemplary achievement.

(b) As demonstrating high achievement.

(Added to NRS by 2003, 19th Special Session, 3)

**NRS 385.3612 Regulations governing inclusion of pupils enrolled in certain alternative programs within statewide system of accountability.**

1. The State Board shall adopt regulations that prescribe, consistent with 20 U.S.C. §§ 6301 et seq. and the regulations adopted pursuant thereto, the manner in which pupils enrolled in:

- (a) A program of distance education pursuant to NRS 388.820 to 388.874, inclusive;
- (b) An alternative program for the education of pupils at risk of dropping out of high school; or
- (c) A program of education that:
  - (1) Primarily serves pupils with disabilities; or
  - (2) Is operated within a:
    - (I) Local, regional or state facility for the detention of children;
    - (II) Juvenile forestry camp;
    - (III) Child welfare agency; or
    - (IV) Correctional institution,

will be included within the statewide system of accountability set forth in NRS 385.3455 to 385.391, inclusive.

2. The regulations adopted pursuant to subsection 1 must also set forth the manner in which:

(a) The progress of pupils enrolled in a program of distance education, an alternative program or a program of education described in subsection 1 will be accounted for within the statewide system of accountability; and

(b) The results of pupils enrolled in a program of distance education, an alternative program or a program of education described in subsection 1 on the examinations administered pursuant to NRS 389.015 and 389.550 will be reported.

(Added to NRS by 2003, 19th Special Session, 3)

**Accountability of Public Schools: Annual Determination of Adequate Yearly Progress;  
Consequences for Failure to Make Adequate Yearly Progress; Annual Designations of Schools;  
Consequences for Schools That Are Designated as Demonstrating Need for Improvement**

**NRS 385.3613 Annual determination of adequate yearly progress for public schools; transmission of determinations; effect of irregularity in testing administration or testing security.**

1. On or before June 15 of each year, the Department shall determine whether each public school is making adequate yearly progress, as defined by the State Board pursuant to NRS 385.361. The determination for a public school, including, without limitation, a charter school sponsored by the board of trustees of the school district, must be made in consultation with the board of trustees of the school district in which the public school is located. If a charter school is sponsored by the State Board, the Department shall make a determination for the charter school in consultation with the State Board. The determination made for each school must be based only upon the information and data for those pupils who are enrolled in the school for a full academic year. On or before June 15 of each year, the Department shall transmit:

(a) Except as otherwise provided in paragraph (b), the determination made for each public school to the board of trustees of the school district in which the public school is located.

(b) To the State Board the determination made for each charter school that is sponsored by the State Board.

2. Except as otherwise provided in this subsection, the Department shall determine that a public school has failed to make adequate yearly progress if any subgroup identified in paragraph (b) of subsection 1 of NRS 385.361 does not satisfy the annual measurable objectives established by the State Board pursuant to that section. To comply with 20 U.S.C. § 6311(b)(2)(I) and the regulations adopted pursuant thereto, the State Board shall prescribe by regulation the conditions under which a school shall be deemed to have made adequate yearly progress even though a subgroup identified in paragraph (b) of subsection 1 of NRS 385.361 did not satisfy the annual measurable objectives of the State Board.

3. In addition to the provisions of subsection 2, the Department shall determine that a public school has failed to make adequate yearly progress if:

(a) The number of pupils enrolled in the school who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils enrolled in the school who were required to take the examinations; or

(b) Except as otherwise provided in subsection 4, for each subgroup of pupils identified in paragraph (b) of subsection 1 of NRS 385.361, the number of pupils in the subgroup enrolled in the school who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils in that subgroup enrolled in the school who were required to take the examinations.

4. If the number of pupils in a particular subgroup who are enrolled in a public school is insufficient to yield statistically reliable information:

(a) The Department shall not determine that the school has failed to make adequate yearly progress pursuant to paragraph (b) of subsection 3 based solely upon that particular subgroup.

(b) The pupils in such a subgroup must be included in the overall count of pupils enrolled in the school who took the examinations.

The State Board shall prescribe the mechanism for determining the number of pupils that must be in a subgroup for that subgroup to yield statistically reliable information.

5. If an irregularity in testing administration or an irregularity in testing security occurs at a school and the irregularity invalidates the test scores of pupils, those test scores must not be included in the scores of pupils reported for the school and the attendance of those pupils must not be counted towards the total number of pupils who took the examinations, but must be included in the total number of pupils who were required to take the examinations. If the pupils take an additional administration of the examinations during the same school year, the scores of pupils on those examinations must not be included in the scores of pupils reported for the school.

6. As used in this section:

(a) “Irregularity in testing administration” has the meaning ascribed to it in NRS 389.604.

(b) “Irregularity in testing security” has the meaning ascribed to it in NRS 389.608.

(Added to NRS by 2003, 19th Special Session, 14)

**NRS 385.362 Consequences for failure to make adequate yearly progress for 1 year.**

1. If a public school fails to make adequate yearly progress for 1 year:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district in which the school is located shall ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. For a charter school sponsored by the school district, the board of trustees shall provide the technical assistance to the charter school in conjunction with the governing body of the charter school.

(b) For a charter school sponsored by the State Board, the Department shall ensure, in conjunction with the governing body of the charter school, that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

2. If a public school fails to make adequate yearly progress for 1 year, the principal of the school shall ensure that the plan to improve the achievement of pupils enrolled in the school is reviewed, revised and approved in accordance with NRS 385.357.

(Added to NRS by 2003, 19th Special Session, 15)



**NRS 385.3621 Additional administration of examinations required of school if insufficient number of pupils take initial administration; waiver by Department authorized.**

1. Except as otherwise provided in subsection 3, if the number of pupils enrolled in a school who took the examinations administered pursuant to NRS 389.550 is less than 95 percent of all pupils enrolled in the school who were required to take the examinations, the Department shall notify the school and the school district in which the school is located that the school is required to provide, in the same school year, for an additional administration of examinations, as prescribed by the State Board pursuant to subsection 2. Except as otherwise provided in this subsection, the school district shall pay for all costs related to the administration of the examinations pursuant to this subsection. If a charter school is required to administer examinations pursuant to this subsection, the charter school shall pay for all costs related to the administration of the examinations to pupils enrolled in the charter school.

2. The State Board shall prescribe by regulation the additional examinations that a school shall administer pursuant to subsection 1.

3. The Department may, for good cause shown, grant a waiver to a school from the requirements of subsection 1.

(Added to NRS by 2003, 19th Special Session, 16)

**NRS 385.3622 Monitoring of examinations by Department required under certain circumstances if school fails to make adequate yearly progress; ineligibility of school for money for certain remedial programs. If the Department determines that a public school has failed to make adequate yearly progress pursuant to subsection 3 of NRS 385.3613:**

1. The Department or its designee shall, to the extent money is available, monitor at the school the administration of the examinations that are required pursuant to NRS 389.550 and ensure that all eligible pupils who are in attendance on the day of the administration of the examinations are given an opportunity to take the examinations until the percentage of pupils who take the examinations is 95 percent or more of all pupils enrolled in the school who are required to take the examinations.

2. The school is not required to adopt a program of remedial study pursuant to NRS 385.389 and is not eligible to receive money for remedial programs made available by legislative appropriation for the purposes of NRS 385.389.

(Added to NRS by 2003, 19th Special Session, 16)

**NRS 385.3623 Criteria for designating schools as demonstrating exemplary achievement, high achievement, adequate achievement or need for improvement.**

1. Except as otherwise provided in paragraph (b) of subsection 4, a school must be designated as demonstrating exemplary achievement if the school:

(a) Makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3613; and

(b) Satisfies the requirements of the State Board prescribed pursuant to NRS 385.3611.

2. Except as otherwise provided in paragraph (b) of subsection 4, a school must be designated as demonstrating high achievement if the school:

(a) Makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3613; and

(b) Satisfies the requirements of the State Board prescribed pursuant to NRS 385.3611.

3. Except as otherwise provided in paragraph (b) of subsection 4, a school must be designated as demonstrating adequate achievement if the school makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3613.

4. A school must be designated as demonstrating need for improvement if the school:

(a) Fails to make adequate yearly progress, as determined by the Department pursuant to NRS 385.3613; or

(b) The school makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3613, but was designated as demonstrating need for improvement pursuant to paragraph (a) in the immediately preceding year for failing to make adequate yearly progress.

The initial designation of a school as demonstrating need for improvement must be based upon 2 consecutive years of data and information for that school.

5. If a public school is designated as demonstrating need for improvement pursuant to paragraph (a) of subsection 4, the designation of the school as demonstrating need for improvement must not be removed until the school has made adequate yearly progress for 2 consecutive years.

(Added to NRS by 2003, 19th Special Session, 16)

**NRS 385.363 Annual evaluation and designation of schools by Department; conditions under which Department will not make designation. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.364 Exemption from designation if insufficient number of pupils take examinations; duty of school district. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.365 Designations: Demonstrating exemplary, high or adequate achievement. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.366 Annual designation of schools; issuance of preliminary designation and opportunity to review data for schools designated as demonstrating need for improvement; written notice of designations.**

1. Based upon the information received from the Department pursuant to NRS 385.3613, the board of trustees of each school district shall designate, on or before July 1 of each year, each public school in the school district in accordance with NRS 385.3623, excluding charter schools sponsored by the State Board. The board of trustees shall make designations for all charter schools that are sponsored by the board of trustees. The Department shall make designations for all charter schools that are sponsored by the State Board. The initial designation of a school as demonstrating need for improvement must be based upon 2 consecutive years of data and information for that school.

2. If the board of trustees of a school district or the Department, as applicable, determines that a public school is demonstrating need for improvement, the board of trustees or the Department shall issue a preliminary designation for that school on or before July 1. Before making a final designation for the school, the board of trustees of the school district or the Department, as applicable, shall provide the school an opportunity to review the data upon which the proposed designation is based and to present evidence in the manner set forth in 20 U.S.C. § 6316(b)(2) and the regulations adopted pursuant thereto. If the school is a public school of the school district or a charter school sponsored by the board of trustees, the board of trustees of the school district shall, in consultation with the Department, make a final determination concerning the designation for the school on August 1. If the school is a charter school sponsored by the State Board, the Department shall make a final determination concerning the designation for the school on August 1.

3. On or before August 1 of each year, the Department shall provide written notice of the determinations made pursuant to NRS 385.3613 and the designations made pursuant to this section as follows:

(a) The determinations and designations made for all schools in this state to the:

- (1) Governor;
- (2) State Board;
- (3) Committee; and
- (4) Bureau.

(b) The determinations and designations made for all schools within a school district to the:

- (1) Superintendent of schools of the school district; and
- (2) Board of trustees of the school district.

(c) The determination and designation made for each school to the principal of the school.

(Added to NRS by 2003, 19th Special Session, 17)

**NRS 385.3661 Designation as demonstrating need for improvement for 1 year: Notice; technical assistance; establishment of technical assistance partnership; school choice required for Title I schools.**

1. If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply, the technical assistance partnership established for the school pursuant to this section shall carry out the requirements of NRS 385.3692.

2. Except as otherwise provided in subsection 3, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply, the board of trustees of the school district shall:

(a) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382;

(b) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto; and

(c) Establish a technical assistance partnership for the school, with the membership prescribed pursuant to NRS 385.3691.

3. If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply:

(a) The governing body of the charter school shall:

(1) Provide notice of the designation to the parents and guardians of pupils enrolled in the charter school on the form prescribed by the Department pursuant to NRS 385.382; and

(2) Establish a technical assistance partnership for the charter school, with the membership prescribed pursuant to NRS 385.3691.

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. The provisions of this paragraph do not require the school district to pay for the technical assistance partnership established by the governing body of the charter school.

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

4. In addition to the requirements of subsection 2 or 3, as applicable, if a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 and the provisions of NRS 385.3693, 385.3721 or 385.3745 do not apply:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district shall provide school choice to the parents and guardians of pupils enrolled in the school, including, without limitation, a charter school sponsored by the school district, in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

(b) For a charter school sponsored by the State Board, the Department shall work cooperatively with the board of trustees of the school district in which the charter school is located to provide school choice to the parents and guardians of pupils enrolled in the charter school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

(Added to NRS by 2003, 19th Special Session, 18)

**NRS 385.367 Designations: Demonstrating need for improvement; ineligibility for certain money for remedial programs under certain circumstances. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.368 Designations: Demonstrating need for improvement if school is exempt from initial designation; ineligibility for certain money for remedial programs under certain circumstances. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.369 Written notice of designations given and reasons for nondesignation. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.3691 Membership of technical assistance partnership.**

1. The membership of each technical assistance partnership established by the board of trustees of a school district for a public school pursuant to NRS 385.3661:

(a) Must consist of:

- (1) At least one employee of the public school for which the partnership is established; and
- (2) At least one representative of the school district.

(b) May consist of other persons, as determined by the board of trustees, in accordance with the needs of the school based upon the data and information pertaining to that school.

2. The membership of each technical assistance partnership established by the governing body of a charter school:

(a) Must consist of:

- (1) At least one employee of the charter school;
- (2) At least one member of the governing body of the charter school;

(3) For a charter school sponsored by the board of trustees of the school district, at least one representative of the school district, appointed by the school district; and

(4) For a charter school sponsored by the State Board, at least one representative of the Department, appointed by the Department.

(b) May consist of other persons, as determined by the governing body, in accordance with the needs of the charter school based upon the data and information pertaining to that charter school.

(Added to NRS by 2003, 19th Special Session, 19)

**NRS 385.3692 Duties of technical assistance partnership; completion and submission of form concerning review and analysis of school; Department required to prescribe form for use by partnerships.**

1. Each technical assistance partnership established for a public school shall complete a form prescribed by the Department pursuant to this section or an expanded form, if applicable, that includes:

(a) A review and analysis of the operation of the school, including, without limitation, the design and operation of the instructional program of the school;

(b) A review and analysis of the data pertaining to the school based upon the report required pursuant to subsection 2 of NRS 385.347 and a review and analysis of any data that is more recent;

(c) A review of the most recent plan to improve the achievement of the school's pupils; and

(d) An identification of the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

2. Each technical assistance partnership established for a public school shall:

(a) Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school; and

(b) Adopt, in consultation with the employees of the school, written revisions to the most recent plan to improve the achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

(1) Include the data and findings of the technical assistance partnership that provide support for the revisions;

(2) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the technical assistance partnership, outside experts;

- (3) Set forth a timeline to carry out the revisions;
- (4) Set forth priorities for the school in carrying out the revisions; and
- (5) Set forth the duties of each person who is responsible for carrying out the revisions.

3. On or before November 1 of each year, each technical assistance partnership shall submit the form completed pursuant to subsection 1 to the:

- (a) Department;
- (b) Bureau;
- (c) Board of trustees of the school district or governing body of the charter school, as applicable; and
- (d) Principal of the school.

4. The Department shall, in consultation with the Bureau:

- (a) Prescribe a form that contains the basic information for a technical assistance partnership to carry out its duties pursuant to subsection 1; and
- (b) Make the form available on a computer disc for use by technical assistance partnerships and, upon request, in any other manner deemed reasonable by the Department.

5. Except as otherwise provided in this subsection, each technical assistance partnership shall use the form prescribed by the Department to carry out its duties pursuant to subsection 1. A school district or governing body of a charter school may prescribe an expanded form that contains additions to the form prescribed by the Department if the basic information contained in the expanded form complies with the form prescribed by the Department.

(Added to NRS by 2003, 19th Special Session, 19)

**NRS 385.3693 Designation as demonstrating need for improvement for 2 consecutive years: Notice; technical assistance; continuation of technical assistance partnership.**

1. If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years, the technical assistance partnership established for the school pursuant to NRS 385.3661 shall carry out the requirements of NRS 385.3692.

2. Except as otherwise provided in subsection 3, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years, the board of trustees of the school district shall:

- (a) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382;

(b) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto; and

(c) Continue the technical assistance partnership for the school.

3. If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years:

(a) The governing body of the charter school shall:

(1) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382; and

(2) Continue the technical assistance partnership for the school.

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto. The provisions of this paragraph do not require the school district to pay for the technical assistance partnership established by the governing body of the charter school.

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(Added to NRS by 2003, 19th Special Session, 20)

**NRS 385.371 Designation as demonstrating need for improvement: Preparation and submission of plan by board of trustees. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.372 Designation as demonstrating need for improvement for 2 consecutive years: School choice and supplemental services required for Title I schools; delay from imposition of supplemental services required for certain schools.**

1. In addition to the requirements of NRS 385.3693, if a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 2 consecutive years for failing to make adequate yearly progress:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district shall:

(1) Provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.



(2) Except as otherwise provided in subsection 2, provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law.

(b) If the school is a charter school:

(1) Sponsored by the board of trustees of a school district, the board of trustees shall provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

(2) Sponsored by the State Board, the Department shall work cooperatively with the board of trustees of the school district in which the charter school is located to provide school choice to the parents and guardians of pupils enrolled in the charter school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto.

(3) Except as otherwise provided in subsection 3, the governing body of the charter school shall provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law.

2. The board of trustees of a school district shall grant a delay from the imposition of supplemental educational services for a school for a period not to exceed 1 year if the school qualifies for a delay pursuant to 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the provisions of NRS 385.3721 apply to the school as if the delay never occurred.

3. The sponsor of a charter school shall grant a delay from the imposition of supplemental educational services for the charter school for a period not to exceed 1 year if the charter school qualifies for a delay pursuant to 20 U.S.C. § 6316(b)(7)(D). If the charter school fails to make adequate yearly progress during the period of the delay, the provisions of NRS 385.3721 apply to the charter school as if the delay never occurred.

(Added to NRS by 2003, 19th Special Session, 21)

**NRS 385.3721 Designation as demonstrating need for improvement for 3 consecutive years: Notice; technical assistance; establishment of school support team.**

1. If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years, the support team established for the school pursuant to this section shall carry out the requirements of NRS 385.3741 and 385.3742.

2. Except as otherwise provided in subsection 3, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years:

(a) The board of trustees of the school district shall:

(1) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382; and

(2) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(b) The Department shall establish a support team for the school, with the membership prescribed pursuant to NRS 385.374.

3. If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years:

(a) The governing body of the charter school shall provide notice of the designation to the parents and guardians of pupils enrolled in the charter school on the form prescribed by the Department pursuant to NRS 385.382.

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(d) The Department shall establish a support team for the school, with the membership prescribed pursuant to NRS 385.374.

(Added to NRS by 2003, 19th Special Session, 22)

**NRS 385.373 Designation as demonstrating need for improvement: Academic probation; preparation and submission of plan by Department. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.374 Membership of school support team. The membership of each support team established pursuant to NRS 385.3721:**

1. Must consist of, without limitation:

(a) Teachers and principals who are considered highly qualified and who are not employees of the public school for which the support team is established;

(b) At least one representative of the Department;

(c) Except for a charter school, at least one administrator at the district level who is employed by the board of trustees of the school district;

(d) At least one parent or guardian of a pupil who is enrolled in the public school for which the support team is established; and

(e) In addition to the requirements of paragraphs (a) to (d), inclusive, for a charter school:

(1) At least one member of the governing body of the charter school, regardless of the sponsor of the charter school; and

(2) If the charter school is sponsored by the board of trustees of a school district, at least one employee of the school district, which may include an administrator.

2. May consist of, without limitation:

(a) Except for a charter school, one or more members of the board of trustees of the school district in which the school is located;

(b) Representatives of institutions of higher education;

(c) Representatives of regional educational laboratories;

(d) Representatives of outside consultant groups;

(e) Representatives of the regional training program for the professional development of teachers and administrators established pursuant to NRS 391.512 that provides services to the school district in which the school is located;

(f) The Bureau; and

(g) Other persons who the Department determines are appropriate.

(Added to NRS by 2003, 19th Special Session, 22)

**NRS 385.3741 Duties of school support team. Each support team established for a public school pursuant to NRS 385.3721 shall:**

1. Review and analyze the operation of the school, including, without limitation, the design and operation of the instructional program of the school.

2. Review and analyze the data pertaining to the school upon which the report required pursuant to subsection 2 of NRS 385.347 is based and review and analyze any data that is more recent than the data upon which the report is based.

3. Review the most recent plan to improve the achievement of the school's pupils.

4. Identify and investigate the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.

5. Assist the school in developing recommendations for improving the performance of pupils who are enrolled in the school.

6. Except as otherwise provided in this subsection, make recommendations to the board of trustees of the school district, the State Board and the Department concerning additional assistance for the school in carrying out the plan for improvement of the school. For a charter school sponsored by the State Board, the support team shall make the recommendations to the State Board and the Department.

7. In accordance with its findings pursuant to this subsection and NRS 385.3742, submit, on or before November 1, written revisions to the most recent plan to improve the achievement of the school's pupils for approval pursuant to NRS 385.357. The written revisions must:

(a) Comply with NRS 385.357;

(b) If the school is a Title I school, be developed in consultation with parents and guardians of pupils enrolled in the school and, to the extent deemed appropriate by the entity that created the support team, outside experts;

(c) Include the data and findings of the support team that provide support for the revisions;

(d) Set forth goals and objectives for the school that are:

(1) Designed to improve the achievement of the school's pupils;

(2) Specific;

(3) Measurable; and

(4) Conducive to reliable evaluation;

(e) Set forth a timeline to carry out the revisions;

(f) Set forth priorities for the school in carrying out the revisions; and

(g) Set forth the duties of each person who is responsible for carrying out the revisions.

8. Except as otherwise provided in this subsection, work cooperatively with the board of trustees of the school district in which the school is located, the employees of the school, and the parents and guardians of pupils enrolled in the school to carry out and monitor the plan for improvement of the school. If a charter school is sponsored by the State Board, the Department shall assist the school with carrying out and monitoring the plan for improvement of the school.

9. In addition to the requirements of this section, if the support team is established for a Title I school, carry out the requirements of 20 U.S.C. § 6317(a)(5).

(Added to NRS by 2003, 19th Special Session, 23)

**NRS 385.3742 Annual written report by school support team; contents, submission and availability of report.**

1. In addition to the duties prescribed in NRS 385.3741, a support team established for a school shall prepare an annual written report that includes:

(a) Information concerning the most recent plan to improve the achievement of the school's pupils, including, without limitation, an evaluation of:

(1) The appropriateness of the plan for the school; and

(2) Whether the school has achieved the goals and objectives set forth in the plan;

(b) The written revisions to the plan to improve the achievement of the school's pupils submitted by the support team pursuant to NRS 385.3741;

(c) A summary of each program for remediation, if any, purchased for the school with money that is available from the Federal Government, this state and the school district in which the school is located, including, without limitation:

(1) The name of the program;

(2) The date on which the program was purchased and the date on which the program was carried out by the school;

(3) The percentage of personnel at the school who were trained regarding the use of the program;

(4) The satisfaction of the personnel at the school with the program; and

(5) An evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program;

(d) An analysis of the problems and factors at the school which contributed to the designation of the school as demonstrating need for improvement, including, without limitation, issues relating to:

(1) The financial resources of the school;

(2) The administrative and educational personnel of the school;

(3) The curriculum of the school;

(4) The facilities available at the school, including the availability and accessibility of educational technology; and

(5) Any other factors that the support team believes contributed to the designation of the school as demonstrating need for improvement; and

(e) Other information concerning the school, including, without limitation:

(1) The results of the pupils who are enrolled in the school on the examinations that are administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable;

(2) Records of the attendance and truancy of pupils who are enrolled in the school;

(3) The transiency rate of pupils who are enrolled in the school;

(4) A description of the number of years that each teacher has provided instruction at the school and the rate of turnover of teachers and other educational personnel employed at the school;

(5) A description of the participation of parents and legal guardians in the educational process and other activities relating to the school;

(6) A description of each source of money for the remediation of pupils who are enrolled in the school; and

(7) A description of the disciplinary problems of the pupils who are enrolled in the school, including, without limitation, the information contained in paragraphs (k) to (n), inclusive, of subsection 2 of NRS 385.347.

2. On or before November 1, the support team shall submit a copy of the final written report to the:

(a) Principal of the school;

(b) Board of trustees of the school district in which the school is located;

(c) Superintendent of schools of the school district in which the school is located;

(d) Department; and

(e) Bureau.

The support team shall make the written report available, upon request, to each parent or legal guardian of a pupil who is enrolled in the school.

(Added to NRS by 2003, 19th Special Session, 24)

**NRS 385.3743 Designation as demonstrating need for improvement for 3 consecutive years: School choice, supplemental services and corrective action required for Title I schools; delay from imposition of corrective action required for certain schools.**

1. In addition to the requirements of NRS 385.3721, if a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district shall:

(1) Provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto;

(2) Provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law; and

(3) Except as otherwise provided in subsection 2, take corrective action pursuant to 20 U.S.C. § 6316(b)(7) and the regulations adopted pursuant thereto.

(b) If the school is a charter school:

(1) Sponsored by the board of trustees of a school district, the board of trustees shall:

(I) Provide school choice to the parents and guardians of pupils enrolled in the charter school in accordance with 20 U.S.C. § 6316(b)(1); and

(II) Except as otherwise provided in subsection 3, take corrective action pursuant to 20 U.S.C. § 6316(b)(7) and the regulations adopted pursuant thereto.

(2) Sponsored by the State Board, the Department shall:

(I) Work cooperatively with the board of trustees of the school district in which the charter school is located to provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto; and

(II) Except as otherwise provided in subsection 3, take corrective action pursuant to 20 U.S.C. § 6316(b)(7) and the regulations adopted pursuant thereto.

(3) Regardless of the sponsor, the governing body of the charter school shall provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law.

2. The board of trustees of a school district shall grant a delay from the imposition of corrective action for a school for a period not to exceed 1 year if the school qualifies for a delay pursuant to 20 U.S.C. 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the provisions of NRS 385.3745 apply as if the delay never occurred.

3. The sponsor of a charter school shall grant a delay from the imposition of corrective action for the charter school for a period not to exceed 1 year if the charter school qualifies for a delay pursuant to 20 U.S.C. 6316(b)(7)(D). If the charter school fails to make adequate yearly progress during the period of the delay, the provisions of NRS 385.3745 apply as if the delay never occurred.

(Added to NRS by 2003, 19th Special Session, 25)

**NRS 385.3744 Designation as demonstrating need for improvement for 3 consecutive years: Certain corrective actions authorized for non-Title I schools; delay from imposition of corrective action required for certain schools.**

1. Except as otherwise provided in subsection 2, if a public school that is not a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 3 consecutive years for failing to make adequate yearly progress, the support team established for the school shall consider whether corrective action is appropriate for the school. If the support team determines that corrective action is appropriate, the support team shall make a recommendation to the Department for corrective action for the school, including, without limitation, the type of corrective action that is recommended from the list of corrective actions authorized pursuant to paragraphs (a), (b) and (c). Regardless of whether a support team recommends corrective action for a school, the Department may take one or more of the following corrective actions for the school:

(a) Develop and carry out a new curriculum at the school, including the provision of appropriate professional development relating to the new curriculum.

(b) Decrease the number of employees at the school who carry out managerial duties.

(c) Extend the school year or the school day.

2. The Department shall grant a delay from the imposition of corrective action for a school for a period not to exceed 1 year if the school qualifies for a delay in the manner set forth in 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the Department may proceed with corrective action as if the delay never occurred.

(Added to NRS by 2003, 19th Special Session, 26)

**NRS 385.3745 Designation as demonstrating need for improvement for 4 or more consecutive years: Notice; technical assistance; continuation of school support team.**

1. If a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years, the support team established for the school pursuant to NRS 385.3721 shall carry out the requirements of NRS 385.3741, 385.3742 and 385.3744, as applicable.

2. Except as otherwise provided in subsection 3, if a public school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years:

(a) The board of trustees of the school district shall:

(1) Provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382; and



(2) Ensure that the school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(b) The Department shall continue a support team for the school.

3. If a charter school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years:

(a) The governing body of the charter school shall provide notice of the designation to the parents and guardians of pupils enrolled in the school on the form prescribed by the Department pursuant to NRS 385.382.

(b) For a charter school sponsored by the board of trustees of a school district, the board of trustees shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(c) For a charter school sponsored by the State Board, the Department shall, in conjunction with the governing body of the charter school, ensure that the charter school receives technical assistance in the manner set forth in 20 U.S.C. § 6316(b)(4) and the regulations adopted pursuant thereto.

(d) The Department shall continue a support team for the charter school.

(Added to NRS by 2003, 19th Special Session, 27)

**NRS 385.3746 Designation as demonstrating need for improvement for 4 or more consecutive years: School choice, supplemental services and plan for restructuring required for Title I schools; delay from imposition of plan for restructuring required for certain schools; notice of plan for restructuring.**

1. In addition to the requirements of NRS 385.3745, if a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years:

(a) Except as otherwise provided in paragraph (b), the board of trustees of the school district shall:

(1) Provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto;

(2) Provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law; and

(3) Except as otherwise provided in subsection 2, proceed with a plan for restructuring the school if required by 20 U.S.C. § 6316(b)(8) and the regulations adopted pursuant thereto.

(b) If the school is a charter school:

(1) Sponsored by the board of trustees of a school district, the board of trustees shall:

(I) Provide school choice to the parents and guardians of pupils enrolled in the charter school in accordance with 20 U.S.C. § 6316(b)(1); and

(II) Except as otherwise provided in subsection 3, proceed with a plan for restructuring the school if required by 20 U.S.C. § 6316(b)(8) and the regulations adopted pursuant thereto.

(2) Sponsored by the State Board, the Department shall:

(I) Work cooperatively with the board of trustees of the school district in which the charter school is located to provide school choice to the parents and guardians of pupils enrolled in the school in accordance with 20 U.S.C. § 6316(b)(1) and the regulations adopted pursuant thereto; and

(II) Except as otherwise provided in subsection 3, proceed with a plan for restructuring the school if required by 20 U.S.C. § 6316(b)(8) and the regulations adopted pursuant thereto.

(3) Regardless of the sponsor, the governing body of the charter school shall provide supplemental educational services in accordance with 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto from a provider approved pursuant to NRS 385.384, unless a waiver is granted pursuant to that provision of federal law.

2. The board of trustees of a school district shall grant a delay from the imposition of a plan for restructuring for a school for a period not to exceed 1 year if the school qualifies for a delay pursuant to 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the board of trustees shall proceed with a plan for restructuring the school as if the delay never occurred.

3. The sponsor of a charter school shall grant a delay from the imposition of a plan for restructuring for the charter school for a period not to exceed 1 year if the charter school qualifies for a delay pursuant to 20 U.S.C. § 6316(b)(7)(D). If the charter school fails to make adequate yearly progress during the period of the delay, the Department shall proceed with a plan for restructuring the charter school as if the delay never occurred.

4. Before the board of trustees of a school district or the Department proceeds with a plan for restructuring, the board of trustees or the Department, as applicable, shall provide to the administrators, teachers and other educational personnel employed at that school, and parents and guardians of pupils enrolled in the school:

(a) Notice that the board of trustees or the Department, as applicable, will develop a plan for restructuring the school;

(b) An opportunity to comment before the plan to restructure is developed; and

(c) An opportunity to participate in the development of the plan to restructure.

(Added to NRS by 2003, 19th Special Session, 27)

**NRS 385.375 Designation as demonstrating need for improvement: Continuation of academic probation; preparation and submission of plan by Department; submission of reports by trustees. Repealed. (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)**

**NRS 385.376 Designation as demonstrating need for improvement for 4 or more consecutive years: Corrective actions and other consequences and sanctions authorized for non-Title I schools; delay from imposition of corrective actions and other consequences required for certain schools; notice of consequences and sanctions.**

1. Except as otherwise provided in subsection 2, if a public school that is not a Title I school is designated as demonstrating need for improvement pursuant to NRS 385.3623 for 4 or more consecutive years for failure to make adequate yearly progress, the support team for the school shall:

(a) If corrective action was not taken against the school pursuant to NRS 385.3744, consider whether corrective action is appropriate for the school.

(b) If corrective action was taken against the school pursuant to NRS 385.3744, consider whether further corrective action is appropriate or whether consequences or sanctions, or both, are appropriate for the school.

Regardless of whether a support team recommends corrective action or consequences or sanctions for a school, the Department may take corrective action as set forth in NRS 385.3744 or proceed with consequences or sanctions, or both, as prescribed by the State Board pursuant to NRS 385.361.

2. The Department shall grant a delay from the imposition of corrective action or restructuring pursuant to this section for a school for a period not to exceed 1 year if the school qualifies for a delay in the manner set forth in 20 U.S.C. § 6316(b)(7)(D). If the school fails to make adequate yearly progress during the period of the delay, the Department may proceed with corrective action or with consequences or sanctions, or both, for the school, as appropriate, as if the delay never occurred.

3. Before the Department proceeds with consequences or sanctions, the board of trustees or the Department, as applicable, shall provide to the administrators, teachers and other educational personnel employed at that school, and parents and guardians of pupils enrolled in the school:

(a) Notice that the board of trustees or the Department, as applicable, will proceed with consequences or sanctions for the school;

(b) An opportunity to comment before the consequences or sanctions are carried out; and

(c) An opportunity to participate in the development of the consequences or sanctions.

(Added to NRS by 2003, 19th Special Session, 28)

**NRS 385.3761 Restructuring required for Title I schools; notice of restructuring.**

1. If restructuring for a Title I school is required pursuant to 20 U.S.C. § 6316(b)(8), the board of trustees of the school district or the Department, as applicable, shall carry out a plan for restructuring that includes:

(a) Replacing those employees at the school who contributed to the failure of the school to make adequate yearly progress;

(b) Entering into a contract with an entity, including, without limitation, a private management company, with a demonstrated record of effectiveness to operate the public school;

(c) If the board of trustees is responsible for restructuring, requesting that the Department oversee the operation of the public school;

(d) If the Department is responsible for restructuring, designating the Department as responsible for overseeing the operation of the school; or

(e) Taking any other action to restructure the governance of the school if the action is designed to improve the academic achievement of pupils enrolled in the school and has substantial promise of ensuring that the school makes adequate yearly progress.

2. Before the board of trustees of a school district or the Department takes action pursuant to subsection 1, the board of trustees or the Department, as applicable, shall provide to the administrators, teachers and other educational personnel employed at that school, and the parents and guardians of pupils enrolled in the school:

(a) Notice that a plan for restructuring will be carried out at the school; and

(b) An opportunity to comment on the appropriate action that should be carried out pursuant to subsection 1.

(Added to NRS by 2003, 19th Special Session, 29)

**Accountability of School Districts: Annual Determination of Adequate Yearly Progress; Annual Designations of School Districts; Consequences for School Districts That Are Designated as Demonstrating Need for Improvement**

**NRS 385.3762 Annual determination of adequate yearly progress for school districts.**

1. On or before July 1 of each year, the Department shall determine whether each school district is making adequate yearly progress, as defined by the State Board pursuant to NRS 385.361. The pupils who are enrolled in a charter school, if any, located within a school district must not be included in the determination made for that school district. The determination made for each school district must be based only upon the information and data for those pupils who were enrolled in the school district for a full academic year, regardless of whether those pupils attended more than one school within the school district for that academic year.

2. Except as otherwise provided in this subsection, the Department shall determine that a school district has failed to make adequate yearly progress if any subgroup of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school district does not satisfy the annual measurable objectives established by the State Board pursuant to that section. To comply with 20 U.S.C. § 6311(b)(2)(I) and the regulations adopted pursuant thereto, the State Board shall prescribe by regulation the conditions under which a school district shall be deemed to have made adequate yearly progress even though a subgroup of pupils identified in paragraph (b) of subsection 1 of NRS 385.361 who are enrolled in the school district did not satisfy the annual measurable objectives of the State Board.

3. In addition to the provisions of subsection 2, the Department shall determine that a school district has failed to make adequate yearly progress if:

(a) The number of pupils enrolled in the school district who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils enrolled in the school district who were required to take the examinations; or

(b) Except as otherwise provided in subsection 4, for each subgroup of pupils identified in paragraph (b) of subsection 1 of NRS 385.361, the number of pupils enrolled in the school district who took the examinations administered pursuant to NRS 389.550 or the high school proficiency examination, as applicable, is less than 95 percent of all pupils in the subgroup who were required to take the examinations.

4. If the number of pupils in a particular subgroup who are enrolled in a school district is insufficient to yield statistically reliable information:

(a) The Department shall not determine that the school district has failed to make adequate yearly progress pursuant to paragraph (b) of subsection 3 based solely upon that particular subgroup.

(b) The pupils in such a subgroup must be included in the overall count of pupils enrolled in the school district who took the examinations.

The State Board shall prescribe the mechanism for determining the minimum number of pupils that must be in a subgroup for that subgroup to yield statistically reliable information.

(Added to NRS by 2003, 19th Special Session, 30)

**NRS 385.377 Criteria for designating school districts as demonstrating exemplary achievement, high achievement, adequate achievement or need for improvement.**

1. Except as otherwise provided in paragraph (b) of subsection 4, a school district must be designated as demonstrating exemplary achievement if the school district:

(a) Makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3762; and

(b) Satisfies the requirements prescribed by the State Board pursuant to NRS 385.3611.

2. Except as otherwise provided in paragraph (b) of subsection 4, a school district must be designated as demonstrating high achievement if the school district:

(a) Makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3762; and

(b) Satisfies the requirements of the State Board prescribed pursuant to NRS 385.3611.

3. Except as otherwise provided in paragraph (b) of subsection 4, a school district must be designated as demonstrating adequate achievement if the school district makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3762.

4. A school district must be designated as demonstrating need for improvement if:

(a) The school district fails to make adequate yearly progress, as determined by the Department pursuant to NRS 385.3762; or

(b) The school district makes adequate yearly progress, as determined by the Department pursuant to NRS 385.3762, but was designated as demonstrating need for improvement pursuant to paragraph (a) in the immediately preceding year for failing to make adequate yearly progress.

The initial designation of a school district as demonstrating need for improvement must be based upon 2 consecutive years of data and information for that school district.

5. If a school district is designated as demonstrating need for improvement pursuant to paragraph (a) of subsection 4, the designation of the school district as demonstrating need for improvement must not be removed until the school district has made adequate yearly progress for 2 consecutive years.

(Added to NRS by 2003, 19th Special Session, 31)

**NRS 385.3771 Annual designation of school districts; issuance of preliminary designation and opportunity to review data for school districts designated as demonstrating need for improvement; written notice of designations; public dissemination.**

1. The Department shall designate, on or before July 1 of each year, each school district pursuant to NRS 385.377. The initial designation of a school district as demonstrating need for improvement must be based upon 2 consecutive years of data and information for that school district.

2. If the Department determines that a school district is demonstrating need for improvement, the Department shall issue a preliminary designation for that school district on July 1. Before making a final designation for a school district, the Department shall provide the school district an opportunity to review the data upon which the proposed designation is based and to present evidence in the manner set forth in 20 U.S.C. § 6316(c)(5) and the regulations adopted pursuant thereto. Not later than August 1, the Department shall make a final determination concerning the designation of the school district.

3. On or before August 1 of each year, the Department shall provide written notice of the determinations made pursuant to NRS 385.3762 and the final designations made pursuant to this section as follows:

(a) The determinations and designations made for all school districts in this state to the:

- (1) Governor;
- (2) State Board;
- (3) Committee; and
- (4) Bureau.

(b) The determination and designation made for a school district to the:

- (1) Superintendent of schools of the school district; and
- (2) Board of trustees of the school district.

4. On or before August 1 of each year, the Department shall make public the results of the review of school districts pursuant to this section and disseminate the results to school personnel, parents and guardians, pupils and members of the general public. The publication and distribution must be made in the manner set forth in 20 U.S.C. § 6316(c)(1) and the regulations adopted pursuant thereto.

(Added to NRS by 2003, 19th Special Session, 31)

**NRS 385.3772 Consequences for school district designated as demonstrating need for improvement; technical assistance and corrective action.**

1. If a school district is designated as demonstrating need for improvement pursuant to NRS 385.377, the Department shall provide notice of the designation to the parents and guardians of pupils enrolled in the school district on the form prescribed by the Department pursuant to NRS 385.382. The State Board shall prescribe, by regulation, the time by which such notice must be provided.

2. If a school district is designated as demonstrating need for improvement pursuant to NRS 385.377, the Department and any other entity authorized by the Department, including, without limitation, the Bureau, shall provide technical assistance to the school district in the manner set forth in 20 U.S.C. § 6316(c)(9) and the regulations adopted pursuant thereto.

3. Except as otherwise provided in NRS 385.3774, after providing technical assistance pursuant to subsection 2, the Department may take corrective action in the manner set forth in 20 U.S.C. § 6316(c)(10) and the regulations adopted pursuant thereto against a school district that is designated as demonstrating need for improvement, including, without limitation, a school district that is not a Title I school district.

4. Except as otherwise provided in NRS 385.3774, if a Title I school district is designated as demonstrating need for improvement for 3 or more consecutive years, the Department shall take corrective action as set forth in 20 U.S.C. § 6316(c)(10) and the regulations adopted pursuant thereto against the school district.

(Added to NRS by 2003, 19th Special Session, 32)

**NRS 385.3773 Types of corrective actions for school districts; notice of corrective action and opportunity for hearing.**

1. Except as otherwise provided in NRS 385.3774, if corrective action for a school district is required pursuant to 20 U.S.C. § 6316(c)(10) or if the Department determines that corrective action is appropriate for a school district pursuant to subsection 3 of NRS 385.3772, the Department shall take one or more of the following corrective actions:

(a) Deferring money for programs or reducing money for administrative purposes.

(b) Instituting and fully carrying out a new curriculum that is based upon the standards of content and performance adopted by the State Board pursuant to NRS 389.520, including, without limitation, the provision of appropriate professional development relating to the new curriculum.

(c) Replacing employees of the school district if the Department determines that those employees contributed to the failure of the school district to make adequate yearly progress.

(d) Removing particular schools within the school district from the jurisdiction of the school district and establishing an alternative system of governance and supervision for those schools.

(e) Appointing a receiver or trustee to administer the affairs of the school district.

(f) Taking appropriate steps to abolish the school district, including, without limitation, making recommendations to the Legislature for revisions to applicable statutes to abolish the school district.

(g) Authorizing pupils to transfer from schools operated by the school district to schools operated by another school district that are not designated as demonstrating need for improvement.

2. Before carrying out corrective action pursuant to this section, the Department shall provide notice to the board of trustees of the school district and an opportunity for a hearing. The Department shall continue to provide technical assistance pursuant to subsection 2 of NRS 385.3772 during the time that the corrective action is carried out.

3. If corrective action is taken against a school district pursuant to this section, the Department shall, not later than 10 days after the corrective action is taken, provide notice to the parents and guardians of pupils enrolled in the school district, the Governor, the Committee, the Bureau and the general public concerning the corrective action. The notice must comply with 20 U.S.C. § 6316(c)(10).

(Added to NRS by 2003, 19th Special Session, 32)



**NRS 385.3774 Delay from imposition of corrective action required for certain school districts.** The Department shall grant a delay from the imposition of corrective action for a school district for a period not to exceed 1 year if the school district qualifies for a delay in the manner set forth in 20 U.S.C. § 6316(c)(10)(F). If the school district fails to make adequate yearly progress during the period of the delay, the Department shall proceed with corrective action as if the delay never occurred.

(Added to NRS by 2003, 19th Special Session, 33)

**NRS 385.378 Designation as demonstrating need for improvement: Appointment of panel to supervise academic probation of school; waiver from establishment of panel. Repealed.** (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)

**NRS 385.381 Powers and duties of panel to supervise academic probation; preparation and submission of written report by panel; written response by school district; follow-up report by board of trustees; duties of Department. Repealed.** (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)

Duties of Department: Form for Notice to Parents; Providers of Supplemental Educational Services; Programs of Remedial Study; Regulations

**NRS 385.382 Form for notice to parents concerning designation of schools and school districts.**

1. The Department shall prescribe a form for notice to parents and guardians concerning the designation of a public school as demonstrating need for improvement pursuant to NRS 385.3623. For Title I schools, the notice must comply with 20 U.S.C. § 6316(b)(6) and the regulations adopted pursuant thereto.

2. The Department shall prescribe a form for notice to parents and guardians pursuant to NRS 385.3772 concerning the designation of a school district as demonstrating need for improvement. For Title I school districts, the notice must comply with 20 U.S.C. § 6316(c)(6) and the regulations adopted pursuant thereto.

(Added to NRS by 2003, 19th Special Session, 33)

**NRS 385.383 Additional duties of panel to supervise academic probation if school does not improve achievement. Repealed.** (See chapter 1, Statutes of Nevada 2003, 19th Special Session, at page 91.)

**NRS 385.384 Selection of providers of supplemental educational services; maintenance of updated list of approved providers.**

1. The Department shall select, in the manner set forth in 20 U.S.C. § 6316(e) and the regulations adopted pursuant thereto, providers of supplemental educational services that must be used by Title I schools designated as demonstrating need for improvement pursuant to NRS 385.372, 385.3743 and

385.3746. In making a selection of providers, the Department shall consider the recommendations submitted by the Committee pursuant to NRS 218.5354.

2. The Department shall maintain an updated list of approved providers throughout this state, categorized by the school districts in which the supplemental educational services are offered.

(Added to NRS by 2003, 19th Special Session, 33)



## **APPENDIX A-2**

### **INTRODUCTION**

Research indicates and educators know that high-performing schools are complex institutions. At their core is a focus on academics and an unwavering expectation that all children can and will achieve academic proficiency. Surrounding this center are a dedicated staff with a sense of common purpose, strong instructional leadership from the principal, the confidence and respect of parents, and an allocation of resources that supports the school's mission. In high-performing schools, all members of the school community, both individually and collectively, hold themselves accountable for student success.

The No Child Left Behind Act of 2001 (NCLB) was designed to help create high-performing schools. Its cornerstone accountability provisions build upon rigorous academic content and achievement standards, and assessments based on those standards. NCLB expresses the ambitious, long-term goal of proficiency in reading and mathematics for all students by the 2013-14 school year, and delineates specific steps that States, local educational agencies (LEAs), and schools must take to reach that goal. Every State educational agency (SEA) has developed an approved system for implementing the accountability provisions of NCLB by creating a single definition of adequate yearly progress (AYP) for all schools and LEAs throughout the State. This definition includes annual targets for academic achievement, participation in assessments, graduation rates for high schools, and for at least one other academic indicator for elementary and middle schools. NCLB requires SEAs and LEAs to review annually the status of every school, using these defined benchmarks, in order to ensure that the school is making adequate progress toward achieving the long-term proficiency goal.

In addition to detailing school accountability measures and consequences, NCLB focuses increased attention on the performance of LEAs, emphasizing their unique and important leadership role in school improvement. The law requires SEAs to conduct an annual review of LEAs to ensure that they, too, are making adequate progress and fulfilling their responsibilities.

Reaching or surpassing annual targets for two or more consecutive years merits recognition and rewards for LEAs and schools. The law prescribes increasing levels of intervention in LEAs and schools that do not make adequate yearly progress, ensuring that struggling schools and school districts are provided with increasing amounts of assistance.

This guidance explains the school and LEA improvement provisions embedded in the NCLB legislation and Title I regulations. Consequences for not making AYP are also addressed at length in other guidance documents, specifically the Department of Education's draft *Public School Choice Non-regulatory Guidance*, and final *Supplemental Educational Services Non-Regulatory Guidance*.

## **ANNUAL REVIEW OF SCHOOL PROGRESS**

In addition to creating student achievement standards that define what students should know and be able to do, and creating accountability systems to gauge the success of their implementation, States are responsible for monitoring the progress that schools and LEAs make in bringing all children to proficiency in at least the core academic subjects of reading/language arts and mathematics. Although the statute and regulations charge the LEA with reviewing each of its schools and identifying those that have not made sufficient progress, the SEA also plays an important role in this process and is ultimately accountable for it. The SEA gathers, analyzes, and maintains student academic assessment data, guaranteeing consistency in the application of accountability provisions across all LEAs and schools. The SEA is also charged with providing schools and LEAs with effective technical assistance, thus creating a platform for disseminating and reinforcing the use of effective, research-based instructional strategies and practices. Finally, the SEA fulfills an oversight function by monitoring the activities of LEAs with schools in improvement, corrective action, or restructuring status and making an annual judgment about whether or not the LEA itself is fulfilling its responsibilities and making adequate progress.

### **A. REVIEW PROCESS**

#### **A-1. Why do the SEA and LEA conduct an annual review of school progress?**

The SEA and LEA use the annual review of school progress primarily to determine (1) if a school has made adequate progress toward all students meeting or exceeding the State's student academic achievement standards by 2013-14, and (2) if a school has narrowed the achievement gap. The results of the annual review also provide the SEA and LEA with detailed, useful information that they can use to develop or refine technical assistance strategies they employ with schools.

#### **A-2. What data do SEAs and LEAs review?**

Each SEA has defined AYP in accordance with the Title I statute and regulations in its approved accountability plan. To determine whether or not a school has made adequate progress, the SEA reviews, at a minimum, the results of academic achievement measures in reading/language arts and mathematics and student participation rates in these assessments. For high schools, graduation rates are also considered, as are rates of progress for the one or more other academic indicators defined by the State for elementary and middle schools.

In conjunction with the LEA, the SEA also reviews the effectiveness of each school's actions and activities that are supported by Title I Part A funds, including parental involvement and professional development.

#### **A-3. What is the timeline for the review of school progress?**

The SEA, in conjunction with the LEA, must conduct its review of school progress annually, in the period of time between the release of student results on the State

academic assessments and the start of the school year following the administration of the assessments.

Meeting this timeline becomes especially important if the review results in a determination that the school has not achieved AYP for two or more years and will be identified for school improvement, corrective action, or restructuring. In that case, the timeline must accommodate (1) the school's right to review the data that led to the determination; (2) the development and implementation of a school improvement plan; and (3) the need to provide parents with sufficient time to evaluate the public school choice and supplemental educational service options that may be available for their children. §1116(b)(1)(B); §200.32(a)(2)\*

**A-4. What entity must ensure that this timeline is met?**

The SEA is responsible for ensuring that the results of academic assessments administered as part of the State assessment system in a given school year are available in sufficient time for LEAs to review them and for school-level determinations of AYP to be made. As a part of its approved accountability plan each SEA has described how it intends to ensure the timely release of the results of assessments on which progress determinations will be made. §200.49

**A-5. Should officials in individual schools examine the data that the SEA and LEA review?**

Yes. Examining and analyzing the results of assessments and other data that the SEA and LEA use in their review are effective strategies for continuous school improvement. Assessment data provide schools with information about the academic performance of student subgroups; analyzing those data encourages the creation of strategies that specifically target the improved achievement of these subgroups. Schools can use the review data to further refine their instruction and other aspects of their school program to ensure that they meet the learning needs of all students. Analyzing results from the State assessment system and other relevant data is so important, in fact, that LEAs are required to provide this assistance to schools identified as in need of improvement. (See D-2.)

**A-6. Does the SEA conduct an annual review of schools that do not receive Title I Part A funding?**

Yes. The Elementary and Secondary Education Act (ESEA), as amended by the NCLB Act of 2001, requires that the SEA annually review the progress of all public schools as part of their single, statewide accountability system.

\*Citations with four digits (generally beginning with §111) reference the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001 (NCLB). Three digits citations (beginning with §200) reference the Final regulations, published December 2, 2002.

**A-7. Do the requirements for the annual review apply to charter schools?**

Yes. Charter schools, like all public schools within a State, are subject to the State's accountability requirements, including its system of review, sanctions, and rewards. However, a State's charter school law determines the entity within the State that bears responsibility for ensuring that charter schools comply with these requirements, including making AYP. Typically this is the authorized public chartering authority, unless State law specifically gives the SEA responsibility for charter school accountability. Further information regarding charter schools is available in the Charter School non-regulatory guidance, at <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc> §200.49

**A-8. How must the LEA share the results of a school's annual review?**

An LEA must publicize and disseminate the results of the annual progress review of its schools to principals, teachers, parents, and the community. Whether or not their schools make AYP, principals and teachers can use these results to refine and improve their instructional program to help all children meet challenging academic achievement and performance standards. The results also provide parents and community members with a factual basis for judging the quality of their school and alert them to opportunities for increased involvement. Required LEA and school report cards provide one vehicle for LEAs to publicize the results of the annual reviews. §200.30(d)

**A-9. May the SEA reward schools that meet or exceed their annual AYP targets?**

Yes. As a part of its State accountability system, every SEA has developed an academic achievement award program to recognize schools that either significantly narrow the achievement gap between subgroups of students or exceed their AYP targets for two or more consecutive years. From these schools, SEAs must designate as distinguished those that have made the greatest gains in closing the achievement gap or exceeding AYP. These distinguished schools can serve as models for other schools, especially those that are identified for improvement, and provide them with support as appropriate. The State program may also recognize and provide financial awards to teachers in a school that consistently makes significant gains in academic achievement in the areas in which the teachers provide instruction. Awards may also be made to "distinguished" teachers or principals, those who have been especially successful in improving academic achievement. In addition to these rewards, States may create other awards and recognition programs as they deem appropriate.

## **SCHOOL IMPROVEMENT PROCESS**

Every State accountability system articulates sanctions and rewards for schools that are tied to their performance relative to annual and long-term academic proficiency targets for all students. SEAs and LEAs are required to intervene in schools that persistently do not meet these targets. These progressively more comprehensive interventions are identified as “school improvement”, “corrective action”, and “restructuring”. Being identified as a school in need of any of these interventions allows the school to access assistance in identifying and addressing instructional issues that prevent students who attend that school from attaining proficiency in the core academic subjects of reading and mathematics. The school improvement process and timeline are designed to create a sense of urgency about reform and to focus identified schools on quickly and efficiently improving student outcomes.

### **B. SCHOOL IMPROVEMENT – YEAR ONE**

#### **B-1. What causes a school to enter school improvement status?**

A school that does not make AYP for two consecutive years, as AYP is defined by the State’s accountability system, must be identified for school improvement.

#### **B-2. What purpose is served by identifying a school for improvement?**

Identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its children. The identification marks the beginning of the school improvement process, a set of structured interventions designed to help a school identify, analyze, and address issues that prevent student success. The SEA and LEA will provide a school that is identified for improvement with extensive support and technical assistance in designing and implementing a plan to improve student achievement.

#### **B-3. May a school appeal the SEA’s determination that the school has not made AYP for two consecutive years?**

Yes. If the SEA, after completing its review, determines that a school has not achieved AYP for two years in a row, it must provide the school with an opportunity to review the data, including academic assessment data, on which the proposed identification for school improvement is based.

Each SEA’s annual determination of school progress is based on the application of formulas defined and approved in its accountability system. Therefore, with rare exceptions, only statistical errors in the underlying data would provide cause for a reconsideration of the school’s status. However, if the principal or a majority of the school’s parents believe that the identification was made in error for statistical or other substantive reasons, the principal may provide supporting evidence to the LEA, and the LEA, in conjunction with the SEA, must consider it.



The LEA and SEA must make a final determination regarding the identification of the school no later than 30 days after the school is notified of the pending action.  
§1116(b)(2); §200.31

**B-4. Are schools that do not receive Title I Part A funding subject to consequences if they do not meet AYP targets?**

Yes. In its approved accountability system, each State has defined the sanctions and rewards that it will use to hold all LEAs and schools accountable for student achievement. Therefore, although the sanctions that are detailed in §1116 of the ESEA do not statutorily apply to schools that do not receive Title I Part A funding, these schools are still subject to State-defined sanctions if they do not make AYP.  
§1111(b)(2)(A); §200.12

**B-5. How does a school exit from school improvement status?**

A school identified for improvement must make AYP as defined in its State's accountability system for two consecutive school years in order to exit school improvement status. That is, if a school does not make AYP for two consecutive years, and must undergo Year 1 of school improvement during the 2003-04 school year, then in order for the school no longer to be identified for school improvement, it must make AYP during that school year as well as during the 2004-05 school year. The table below illustrates this point.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	Y
By end of 2004-05	Y
Beginning of 2005-06	No longer identified for improvement

**B-6. When the LEA identifies a school for improvement, what information must it provide to parents?**

When one of its schools is identified for improvement, the LEA must promptly provide the following information to the parents of each child enrolled in the school:

- an explanation of what the identification means and how the school their child attends compares to other elementary and secondary schools served by the LEA and the SEA in terms of the academic achievement of its students;
- the reason(s) for the school being identified for improvement, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets;

- an explanation of how parents can become involved in addressing the academic issues that led to identification; and,
- an explanation of the parents’ option to transfer their child to another school in the LEA that has not been identified for improvement. The notification must provide parents with enough relevant information to help them decide what school is best for their child and be made well before the beginning of the school year in which this option will be available, so that if parents choose to do so they have sufficient time to exercise their choice option prior to the beginning of the school year.

At a minimum, the LEA must inform parents about the academic achievement level of students at the school or schools to which their child may transfer, but it may also choose to include other information, such as a description of special academic programs, facilities, before-or-after school programs, the professional qualifications of teachers in the core academic subjects, or parent involvement opportunities. The LEA must also explain to parents that it will provide their child with transportation to the schools that the LEA identifies as options, subject to certain cost limitations. §200.37

Additional information on public school choice is available in the Department of Education’s draft *Public School Choice Non-regulatory Guidance* available online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>

**B-7. What information must the LEA provide to both parents and the public?**

In addition to providing school improvement information to the parents of each student in the school, the LEA must publish and disseminate, to both parents and the public, information explaining –

- what the school is doing to address the problem of low achievement; and
- what the LEA or the SEA is doing to help the school address this problem. §1116(b)(6); §200.38

**B-8. What guidelines should SEAs, LEAs, or schools follow when communicating with parents and the public during the school improvement process?**

Meaningful parental involvement is one of the cornerstones of the reform initiatives contained in the No Child Left Behind Act. Therefore, it is essential that SEAs, LEAs, or schools communicate with parents throughout the school improvement process and welcome them as key partners in addressing the academic issues that led to the school being identified for improvement.

Clarity and timeliness of information are essential. The State, LEA, or school must ensure that required information is provided in an understandable and uniform format (including alternative formats upon request), regardless of the method or media used.

To the extent practicable, written communication must be in a language parents can understand, with special attention given to parents of migratory and limited English proficient students. If that is not practicable, the information must be provided in oral translations for parents with limited English proficiency.

The SEA, LEA, or school must provide information to parents directly, through regular mail or by e-mail. However, if an SEA does not have access to individual student addresses, it may distribute information through the LEA or school. The same information must also be disseminated through broader means of communication, such as the Internet, the media, and through public agencies serving students and their families.

**B-9. What are the responsibilities of the LEA after a school is identified for improvement?**

When one of its schools is identified for its first year of school improvement, the LEA must:

- ensure that public school choice is provided for children whose parents wish to transfer them from the school identified for improvement; and
- ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. §200.39

**C. SCHOOL IMPROVEMENT PLAN**

**C-1. What must the school do when it is identified for improvement?**

The process of school improvement begins with the school developing a required two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case it must be completed no later than three months after the school has been identified. §200.41

**C-2. What is the purpose of the school improvement plan?**

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The school improvement plan provides a framework for analyzing problems and addressing instructional issues in a school that has not made sufficient progress in student achievement.

**C-3. What topics must the plan address?**

Together, the components of the school improvement plan should embody a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program. Specifically, the plan's design must address:

- core academic subjects and the strategies used to teach them,
  - professional development,
  - technical assistance,
  - parent involvement,
- and must contain
- measurable goals.

The plan should also specify the implementation responsibilities of the school, the LEA, and the SEA serving the school. §1116(b)(3)(A)

**C-4. How must the plan address the school's core academic subjects and instructional strategies?**

The school improvement plan must demonstrate that the school will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics. Included among these strategies, as appropriate, would be additional learning activities for students that take place before school, after school, during the summer, and during any extension of the school year. §1116(b)(3)(A); §200.41

For schools in need of improvement, scientifically based research provides a standard by which the principal and teachers can critically evaluate the many instructional strategies and programs that are available to them and choose those with the greatest likelihood of producing positive results.

**C-5. What are examples of instructional strategies grounded in scientifically based research?**

Strategies grounded in scientifically based research are those that have demonstrated, over time and in varied settings, an effectiveness that is documented by high-quality educational research. High-quality scientifically based research employs an experimental or quasi-experimental design and produces replicable results, confirmed by peer review, that can be applied to the general population. For example, scientifically based research has shown that explicit instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, and (5) reading comprehension is effective in teaching reading to students in grades K-3. Strategies that apply this research in a classroom setting would be grounded in scientifically based research.

Scientifically based research uses rigorous and systematic procedures to obtain reliable and valid knowledge about "what works." The application of systematic, empirical methods, rigorous data analyses, and an experimental design using randomized trials ensures a high degree of confidence in the results. A complete definition of scientifically based research can be found in section 9101(37) of the reauthorized ESEA.

**C-6. What are examples of policies and practices with the greatest likelihood of ensuring that all groups of students achieve proficiency?**

Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the school's teaching and learning program, both directly and indirectly. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals. Other policies and practices that have a more direct effect on student achievement include the choice of instructional programs and materials, the use of instructional time, and improved use of assessment results. Decisions about the specific policies and practices to be implemented should be based on a thoughtful review and analysis of the individual school's needs.

**C-7. Can a school identified for improvement implement a comprehensive school reform model as a part of its school improvement plan?**

In calling for the use of strategies based on scientifically based research, the ESEA specifically states that a school can implement a comprehensive school reform model as a part of its improvement plan. Adopting a comprehensive reform model can be an effective strategy, especially if the school in improvement is in search of an external structure and technical assistance that will help it identify and address organizational and instructional issues. However, a model alone cannot address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change. The implementation of a comprehensive school reform model, or any other program, must be viewed as one strategy, albeit an important one, in a school's comprehensive plan for improvement.

**C-8. Why must the plan address professional development?**

The academic success of students correlates highly with the qualifications and skills of their teachers. Although by the end of the 2005-06 school year all teachers must be highly qualified, ongoing professional development is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets on State academic assessments.

**C-9. What kinds of professional development should be provided?**

The professional development component of the school improvement plan should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to inform their instruction. The professional development detailed in the school improvement plan must be provided in

a manner that affords increased opportunity for teachers to participate, and must incorporate teacher mentoring activities or programs. §1116(b)(3)(A)(iii)(III) and (x); §200.41

**C-10. Why must the school improvement plan contain provisions for teacher mentoring?**

This requirement reflects statutory and regulatory support not only for recruiting and hiring highly qualified teachers, but for strategies to retain them. Currently many teachers leave the profession within five years of beginning their teaching careers. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers.

**C-11. What is the source of funding for the professional development detailed in the school improvement plan?**

A school identified for improvement must spend not less than 10 percent of its allocation of Title I Part A funds, for each fiscal year that the school is in improvement, for the purpose of providing high-quality professional development to the school's teachers, principal and, as appropriate, other instructional staff. The school improvement plan must provide an assurance that this expenditure will take place. §1116(b)(3)(iii)

**C-12. What is “high-quality” professional development?**

“High-quality” professional development is professional development as defined in the reauthorized ESEA (section 9101(34)). In general, the definition recommends professional development that is sustained and classroom-focused. It must contribute to an increase both in teachers' knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students. It must be provided over time and not take the form of one-day or short-term workshops. High-quality professional development is an integral part of effective improvement plans, at both the school and LEA levels.

**C-13. How must the school improvement plan address parental involvement?**

The school improvement plan must address parental involvement in two ways. First, it must describe how the school will provide the parents of each student enrolled with written notice about the school's identification for improvement. Second, the plan must specify the strategies that will be used to promote parental involvement. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. §1116(b)(3)(A)(vi) and (viii)

**C-14. Why must a school improvement plan contain measurable goals?**

By establishing measurable goals, a school in improvement clearly articulates the purposes and intended outcomes of its improvement plan. In addition, the goals provide a means of tracking the school's progress over the two years of the plan.

Since schools identified as in need of improvement already have a history of not meeting the academic needs of all of their students, it is especially important in this plan that their goals are clear and are tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate progress. The measurable goals must promote continuous and substantial progress to ensure that students in each subgroup enrolled in the school meet the State's annual measurable objectives.

The ultimate purpose of setting and achieving measurable goals is to improve student academic achievement, remove the identified school from school improvement status, and build its capacity to continue to make adequate yearly progress in the future.

§200.41(c)(4)

**C-15. If the school identified for improvement has an existing plan, must it create a new plan to meet the school improvement requirements?**

No. A school with an existing plan may use the three months after it is identified to review and revise it to ensure that the plan incorporates the required statutory elements. However, for any plan to serve as a useful tool for improvement, it must address identified needs, contain realistic goals and strategies, and reflect the commitment of staff, students, parents, and community to its implementation. If the existing plan has not served as a functional tool for improving student achievement, the school and its students might be better served by beginning the planning process again, assessing needs, and creating a realistic plan that can and will be implemented and has a high likelihood of increasing student achievement.

**C-16. Who must be involved in developing the school improvement plan?**

In developing or revising its plan, the school must consult with parents, school staff, the LEA, and outside experts. Ideally these outside experts will serve as technical assistants and partners with the school throughout the plan's implementation. §200.41

**C-17. What is the review process for the school improvement plan?**

Peer reviewers must consider a proposed plan for school improvement within 45 days of its submission, through a process established by the LEA. The LEA should involve as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan's quality and the likelihood of its successful implementation, and make suggestions for revisions. §1116(b)(3)(E)

**C-18. Under what timeline must the LEA approve the school improvement plan?**

Once the peer review of the proposed plan has been completed, the LEA must work with the school to make any necessary revisions and must approve the plan as soon as it satisfactorily meets the requirements detailed in the statute and regulations. It is essential that the school draft the plan, and the LEA revise and approve it, as expeditiously as possible since it provides the blueprint for changes designed to dramatically improve the academic achievement of all students.

**C-19. May the LEA condition its approval of a school improvement plan?**

Yes. Once the LEA has conducted a peer review of the proposed school improvement plan, it may approve the plan with conditions it deems necessary to ensure the plan's successful implementation. For instance, the LEA may condition its approval on feedback on the plan from parents and community leaders. The LEA may also choose to approve the plan on the condition that the school undergoes one or more corrective actions. These corrective actions can include implementing a new curriculum with appropriate professional development, significantly decreasing school-level management authority, or changing the internal organization of the school.

**C-20. According to what timeline must the school improvement plan be implemented?**

In order to realize improvement as quickly as possible, a school must implement its new or revised school improvement plan as soon as the LEA approves it, preferably during the school year in which the identification was made and no later than the beginning of the school year following its identification for improvement.

**D. SCHOOL IMPROVEMENT – TECHNICAL ASSISTANCE**

**D-1. What is the LEA's responsibility for providing technical assistance to a school in improvement?**

The LEA bears the primary responsibility for ensuring that the school in improvement receives technical assistance, as it develops or revises its school plan and throughout the plan's implementation. Technical assistance is practical advice offered by an expert source that addresses specific areas for improvement.

The LEA is not required to provide the technical assistance directly, although it may choose to do so. Other acceptable technical assistance providers include the SEA; an institution of higher education; a private, not-for-profit or for-profit organization; an educational service agency; or another entity with experience in helping schools improve academic achievement.



**D-2. In what areas must the LEA assist a school in improvement?**

Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. It must help the school address the issues that caused it to make inadequate progress for two consecutive years. Specifically, the LEA must ensure that the school in need of improvement receives technical assistance based on scientifically based research in three areas:

- Data analysis: the LEA must help the school to analyze results from the State assessment system and other relevant examples of student work. The LEA must teach school staff how to use these data to identify and solve problems in instruction; to strengthen parental involvement and professional development; and to fulfill other responsibilities that are defined in the school improvement plan.
- Identification and implementation of strategies: the LEA must help the school choose effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to their implementation. The chosen strategies must be grounded in scientifically based research and address the specific instructional issues that caused the school to be identified for improvement.
- Budget analysis: reallocating resources to support improved student achievement is crucial to the successful implementation of the initiatives contained in the No Child Left Behind Act. The LEA must provide the school in improvement with technical assistance in analyzing and revising its budget to fund activities most likely to increase student achievement and remove it from school improvement status. §1116(b)(4); §200.40(c)(1)

In all three of these areas, the LEA has the opportunity to support thoughtful analysis and capacity building at the local level, both of which will not only help schools to improve, but will also help them to sustain their improvements over time.

**D-3. What factors should the LEA take into account as it devises an assistance plan for a school in need of improvement?**

Assisting schools in need of improvement creates a major accountability challenge for LEAs. Because of the likelihood that many schools will be identified for improvement under the rigorous accountability provisions contained in the No Child Left Behind Act, LEAs may be tempted to consider formulating a single assistance plan for all of its schools so designated. To the extent feasible, the LEA should avoid taking this approach. Schools in need of improvement are more likely to be in need of individualized assistance comprised of strategies and interventions that recognize and address their unique challenges.

It is crucial that the LEA align its assistance with the school improvement plan being developed by the school. Both the school improvement plan and the LEA assistance

plan should be based on a close analysis of the school's demographic and achievement data, such as on subgroup performance, and a comprehensive needs assessment that identifies both strengths and weaknesses. This close analysis will enable the LEA to target more accurately available resources to address identified deficiencies. The goals, objectives, and action steps that result from the comprehensive analysis must realistically address the school's needs and systematically move it toward improvement. Involving teachers, school administrators, and parents in this planning and decision-making is crucial to its successful design and implementation.

**D-4. What is the SEA's responsibility for providing technical assistance to a school in improvement?**

The specific technical assistance responsibilities of the SEA are (1) to reserve and allocate Title I Part A funds for school improvement activities; and (2) to create and sustain a statewide system of support that provides technical assistance to schools identified for improvement.

**D-5. How much funding must an SEA reserve to assist with school and LEA improvement efforts?**

The State must reserve 2 percent of its Title I, Part A total allocation for fiscal years 2002 and 2003, and 4 percent for fiscal years 2004 through 2007, to support local school improvement activities, provide technical assistance to Title I schools identified for improvement, and provide technical assistance to LEAs that the SEA has identified for improvement or corrective action. This reservation, however, must not reduce the amount of funding each LEA receives to a funding level below the amount the LEA received in the preceding fiscal year. §200.49(b)(1)(iii)

**D-6. How are these funds to be distributed?**

Of the amount it reserves, the SEA must allocate not less than 95 percent directly to LEAs that operate schools identified for improvement to support improvement activities. The SEA may, with the approval of the LEA, directly provide these improvement activities or arrange to provide them through such entities as school support teams or educational service agencies. §1003(b)

**D-7. How must the State prioritize the distribution of these funds?**

In prioritizing the distribution of these reserved funds, the SEA must give preference to LEAs that serve the lowest-achieving schools. However, in order to receive priority, these LEAs must also demonstrate the greatest need for assistance and the strongest commitment to ensuring that the funds will be used to enable their lowest-achieving schools to meet progress goals detailed in their school improvement plans. §1003(d); §200.49

**D-8. If a State does not need all of the funds it reserves for school improvement activities, how must the extra funds be used?**

If the SEA, after consulting with LEAs around the State, determines that the amount of funding it reserved to carry out school improvement activities is greater than the amount needed, the SEA must allocate the excess amount directly to LEAs. This allocation must be made on the same basis that Title I funds were distributed or on the basis of other criteria developed by the SEA. For example, the alternative criteria could include targeting the funds for LEAs and schools that have missed AYP for a single year, but are not yet in school improvement. §1003(d); §1126(c)

**D-9. What must the State do to assist schools identified as in need of improvement?**

A State must use a portion of its reserved Title I Part A funds to create and maintain a statewide system of intensive and sustained support and improvement designed to increase the opportunity for all students and schools to meet the State's academic content and achievement standards.

Within this statewide support system, the SEA must make technical assistance available consistent with the following priorities:

- The first priority must be (a) LEAs with schools in corrective action, and (b) schools for which an LEA has not carried out its statutory and regulatory responsibilities regarding corrective action or restructuring.
- The second priority must be LEAs with schools identified as in need of improvement.
- The third priority must be Title I LEAs and schools that need additional support and assistance. §§1116(b)(14); §1117(a)(2); §200.49(b)

**D-10. What actions must the SEA take to create this statewide support and improvement system?**

To establish the required statewide system of support and improvement, the SEA must:

- Establish school support teams.  
The purpose of these teams is to work in schools throughout the State that are in corrective action status, school improvement status, or otherwise in need of support and assistance. The SEA must provide these teams with all of the support it deems necessary to ensure their effectiveness.
- Designate and use distinguished teachers and principals.  
The SEA must choose these participants from Title I schools that have been especially successful in improving academic achievement.

– Devise additional approaches.

The SEA must draw on the expertise of other entities to provide assistance as needed, such as institutions of higher education, educational service agencies or other local consortia, or private providers of scientifically based technical assistance. To the extent practicable, the statewide support system must work with and receive assistance from the comprehensive regional technical assistance centers and regional educational laboratories funded under ESEA, or other providers of technical assistance. §1117(a)(3) and (4)(A)

A State may add more elements to its statewide support and improvement system that are congruent with a statewide technical assistance plan.

**D-11. Does the statute express a preference for one method of school support over another?**

The statutory provision outlining the statewide system of support requires that the SEA give priority to the creation of school support teams to assist schools that are in corrective action, in need of improvement, or in need of support and assistance. §1117(a)(4)(B)

**D-12. What is a school support team?**

A school support team is a group of skillful and experienced individuals charged with providing struggling schools with practical, applicable, and helpful assistance in order to increase the opportunity for all students to meet the State's academic content and student academic achievement standards.

Each support team must be comprised of individuals who are knowledgeable about scientifically based research and practice and its potential for improving teaching and learning. In addition, support team members should be familiar with a wide variety of school reform initiatives, such as schoolwide programs, comprehensive school reform, and other means of improving educational opportunities for low-achieving students.

Typically, support teams will include some or all of the following: (1) highly qualified or distinguished teachers and principals; (2) pupil services personnel; (3) parents; (4) representatives of institutions of higher education; (5) representatives of educational laboratories or regional technical assistance centers; (6) representatives of outside consultant groups; or (7) other individuals that the SEA, in consultation with the LEA, may deem appropriate. An extensive knowledge base, wide-ranging experience, and credibility are essential qualifications for support team members. §1117(a)(5)(a)

**D-13. What are the responsibilities of the school support team?**

The school support team has one primary responsibility: assisting the school in strengthening its instructional program to improve student achievement. Specifically, the school support team must:

- Review and analyze all facets of the school’s operation, including the design and operation of the instructional program, using the findings from this review to help the school develop recommendations for improved student performance;
- Collaborate with school staff, LEA staff, and parents to design, implement, and monitor a meaningful and realistic school improvement plan that can be expected to help the school meet its improvement goals if implemented;
- Monitor the implementation of the school improvement plan and request additional assistance from the LEA or the SEA that either the school or the support team needs; and
- Provide feedback at least twice a year to the LEA, and to the SEA when appropriate, about the effectiveness of the personnel assigned to the school. The team must also identify outstanding teachers and principals.

Clearly the overall charge of the support team is to help the school create and implement a coherent, efficient, and practical plan for improvement. Effective support team members will possess the knowledge, skills, experience, and interpersonal skills that will enable them to address and counter the chronic problems that are symptomatic of low-performing schools. §1117(b)

**D-14. How long should the school support team continue to work with a school in need of improvement?**

After one year of working with the school, the support team should consult with the LEA and make a “next-steps” recommendation to the SEA. The team should recommend either (1) that the team continue to assist the school; or (2) that the LEA or the SEA, as appropriate, take alternative action with the school.

**D-15. What responsibility does the SEA have to assist schools in need of improvement?**

The LEA has primary responsibility for assisting its schools that do not make adequate progress toward meeting established student academic achievement targets. However, if the LEA does not carry out its responsibilities in this area, the SEA must take the actions it determines to be appropriate, in compliance with State law concerning school governance. §200.49(d)

## **E. SCHOOL IMPROVEMENT – YEAR TWO**

### **E-1. What causes a school to enter year two of school improvement status?**

If a school in school improvement status for one school year does not, during the course of that year, make AYP as it is defined by the State accountability system, it must be identified for year two of school improvement status. For example, if a school that implements year one of school improvement during the 2003-04 school year does not make AYP by the end of that year, it must implement year two during the 2004-05 school year.

<b>School Year</b>	<b>School makes AYP (Y/N)</b>
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement

### **E-2. May an LEA delay implementing the second year of school improvement?**

An LEA may delay the implementation of year two of school improvement if, after undergoing one year of school improvement, (1) the school makes adequate yearly progress as defined by its State accountability system, or (2) the school does not make AYP due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the district or school.

This delay is temporary (it may not exceed one school year), and it is not intended to reset the sequence of school improvement, corrective action, or restructuring that is detailed in the statute. The LEA may not take the delay into account in determining the number of years a school has missed its AYP targets and must, after the delay, subject the school to further actions as if the delay never occurred.

For example, if a school undergoes year one of school improvement during the 2003-2004 school year but meets its AYP targets on the basis of results of academic assessments administered during that year, the LEA may delay placing the school in year two of school improvement during the 2004-2005 school year. During this delay, the school must continue to implement its school improvement plan and provide public school choice. If the results of assessments administered during the 2004-2005 school year indicate that the school has once again not met AYP targets, then for 2005-2006 the school must implement the requirements of year two of school improvement. During this year the school must, in addition to continuing implementation of its improvement plan, provide both choice and, to eligible students, supplemental educational services.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
During 2003-04	Year 1, school improvement
By end of 2003-04	Y
During 2004-05	Delay; choice provided.
By end of 2004-05	N
During 2005-06	Year 2, school improvement; choice and supplemental services provided.

**E-3. Must the LEA continue to provide technical assistance during this delay?**

Since the school must continue to implement its improvement plan during the delay, and since the LEA is required to provide technical assistance throughout the implementation of the school improvement plan, the LEA must continue to provide technical assistance during the delay period.

**E-4. What notification requirements apply when a school enters its second year of school improvement?**

When a school is identified for year two of school improvement, the LEA must promptly notify the parents of each child enrolled in the school of –

- Their option to transfer their child to another, higher-performing public school served by the LEA. (See B-4.)
- The availability of supplemental educational services for eligible children. The LEA must provide the names of approved providers of services available within the LEA or within a reasonable distance of that area, along with a brief description of the services, qualifications, and demonstrated effectiveness of these providers. For more detailed information on the provision of supplemental educational services, please see the Department of Education’s *Supplemental Educational Services Non-Regulatory Guidance* at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

**E-5. What assistance is available to a school in its second year of improvement?**

During its second year of school improvement, an LEA must ensure that the school continues to receive the technical assistance that was begun in year one; that assistance should be focused specifically on the continued implementation of the school improvement plan. Before year two begins, the school improvement support team (see D-12 and D-13) will have recommended to the LEA that the team continue to work with the school or will have recommended that some other kind of assistance be provided. The LEA and the SEA share the responsibility for monitoring the quality and appropriateness of the technical assistance that is provided. §200.39

## **CORRECTIVE ACTION FOR SCHOOLS**

If, after two years of undergoing school improvement, implementing a school improvement plan, and receiving extensive technical assistance, a school still does not make adequate yearly progress, the SEA and LEA must identify it for corrective action. Identifying a school for corrective action signals the LEA's intention to take greater control of the school's management and to have a more direct hand in its decision-making. This identification signifies that the application of traditional school improvement methods and strategies has been unsuccessful and that more radical action is needed to improve learning conditions for all students. Taking corrective action is designed to increase substantially the likelihood that all students enrolled in the school will meet or exceed the State's proficient levels of achievement.

### **F. CORRECTIVE ACTION PROCESS**

#### **F-1. What is corrective action?**

Corrective action is a significant intervention in a school that is designed to remedy the school's persistent inability to make adequate progress toward all students becoming proficient in reading and mathematics. (See also F-5.)

#### **F-2. What causes a school to be identified for corrective action?**

If a school that receives Title I Part A funds does not achieve its annual progress targets for four years, the LEA must identify the school for corrective action.

For example, if a school does not make AYP as defined by its State accountability system by the end of the 2002-03 and the 2003-04 school years, the LEA must identify it for school improvement, to begin with the 2004-05 school year. At the end of that school year, if the school does not make adequate progress, it must be identified for a second year of school improvement, to be implemented during the 2005-06 school year. If by the end of the 2005-06 year the school still does not meet its annual target, the LEA must identify that school for corrective action, to be implemented during the 2006-07 school year.

<b>School Year</b>	<b>School makes AYP (Y/N)</b>
By end of 2002-03	N
By end of 2003-04	N
Beginning of 2004-05	Year 1, school improvement
By end of 2004-05	N
Beginning of 2005-06	Year 2, school improvement
By end of 2005-06	N
Beginning of 2006-07	Corrective action



**F-3. What notification requirements apply when a school is identified for corrective action?**

If a school is identified for corrective action, the LEA must promptly notify the parents of each child enrolled in the school. The notification must explain –

- What the identification means, and how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA.
- Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification.
- The parents’ option to transfer their child to another school in the LEA that has not been identified for improvement. The LEA must provide parents with information that helps them make an informed decision about whether or not to exercise this option. At a minimum, the LEA must tell parents about the academic achievement level of students at the school or schools to which their child may transfer, but the LEA may choose to include additional information as well. (See also B-4.)
- How parents of eligible children can obtain supplemental educational services for their child. This notice must include information about the availability of providers and brief descriptions of their services, qualifications, and effectiveness. (See also E-3.)

**F-4. What are the responsibilities of the LEA when the SEA and LEA identify a school for corrective action?**

If an SEA and LEA identify a school for corrective action, the LEA must –

- Continue to ensure that all students have the option to transfer;
- Continue to ensure that supplemental educational services are available to eligible students in the school; and
- Continue to provide or provide for technical assistance to the school.

In addition, the LEA must take at least one of the following corrective actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students;
- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation;
- Extend the length of the school year or school day;

- Replace the school staff who are deemed relevant to the school not making adequate progress;
- Significantly decrease management authority at the school;
- Restructure the internal organization of the school; or
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school’s continued inability to make AYP. §1116(b)(7)(C); §200.42

**F-5. What technical assistance is available to a school in corrective action?**

The LEA must continue to provide technical assistance to a school in corrective action, either directly, through the statewide system of support, or through the use of other entities such as institutions of higher education, educational service agencies, or private organizations. (See D-1.)

Because being in corrective action is a sign of serious problems with the instructional program of a school, providing technical assistance for a school in corrective action demands a high degree of skill and expertise. The providers of technical assistance should have experience in complex problem analysis; effective, scientifically based curriculum and instruction; and working with teachers to create positive change.

**F-6. How does a school exit from corrective action status?**

An LEA may remove a school from corrective action if the school makes AYP, as defined by the State accountability system, for two consecutive years after it is identified.

School Year	School makes AYP (Y/N)
Beginning of 2006-07	corrective action
By end of 2006-07	Y
Beginning of 2007-08	corrective action
By end of 2007-08	Y
Beginning of 2008-09	No longer in corrective action

## **SCHOOL RESTRUCTURING**

In some cases, ensuring that all children have the opportunity to achieve requires that the LEA make an extensive intervention in the functioning of a low-performing school. A school that continues to miss its annual achievement targets for several years is a school where some students have not mastered challenging content in the core academic subjects of reading and mathematics over a sustained period of time. As a stage in the school improvement process, restructuring requires major changes in a school's operation.

### **G. SCHOOL RESTRUCTURING – YEAR ONE**

#### **G-1. What is restructuring?**

In restructuring the LEA undertakes a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system. (See also G-7.)

#### **G-2. What causes a school to be identified for restructuring?**

A school is identified for restructuring if, after one full school year of corrective action it still does not make AYP as defined by the State accountability system.

<b>School Year</b>	<b>School makes AYP (Y/N)</b>
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	Corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 Restructuring

#### **G-3. What is the timeline for the restructuring process?**

As defined in the ESEA, school restructuring is a two-step process. When an LEA designates a school as in need of restructuring, the LEA has one school year to prepare a restructuring plan for the school and arrange to implement it. If, during the school year in which the LEA is formulating the restructuring plan, the school still does not make AYP, the LEA must implement its plan no later than the beginning of the following school year. The following example illustrates this timeline. If a school is in corrective action during the 2002-03 school year and during that school year does not meet AYP, it will be identified for restructuring. The first year of restructuring (the

planning year) will be the 2003-04 school year. If, once again during that year, the school does not meet its annual progress target, the school will enter its second year of restructuring during the 2004-05 school year, and the LEA will implement its restructuring plan. §1116(b)(8)

**G-4. What notification requirements apply when a school is identified for restructuring?**

When an LEA identifies a school for restructuring, it must –

- Provide both parents and teachers with prompt notice of the decision;
- Provide both groups with the opportunity to comment on the decision before it takes any restructuring action; and
- Invite both teachers and parents to participate in the development of the school’s restructuring plan. §1116(b)(8)(C)

Additional notification required for parents is similar to the notice required when a school enters corrective action. The LEA must notify the parents of all children enrolled in the school and explain –

- What the identification means, and how academic achievement levels at this school compare to those at other schools in the LEA and in the SEA;
- Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification;
- Their option to transfer their child to another public school in the LEA that is not identified for improvement, corrective action, or restructuring; and
- The supplemental educational services that are available to eligible children. (See also E-3.)

**G-5. What action must the LEA take when it identifies a school for restructuring?**

When it identifies a school for restructuring, the LEA must:

- Continue to ensure that all students have the option to transfer to another school in the LEA that is not identified for improvement, corrective action, or restructuring;
- Continue to ensure that supplemental educational services are available to all eligible students; and
- Prepare a plan to implement an alternative governance system for the school. §200.43(b)(1), (2), and (3)

**G-6. What alternative governance arrangements must the LEA plan to implement?**

In its continuing effort to improve the instructional program of the school in restructuring, the LEA must prepare a restructuring plan to implement at least one of the following actions:

- (1) Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress;
- (2) Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- (3) Turn the operation of the school over to the SEA if this action is permitted under state law and the State agrees;
- (4) Re-open the school as a public charter school; or
- (5) Implement any other major restructuring of the school's governance that is consistent with the principles of restructuring. (See H-1.)

This variety of restructuring options allows the LEA to choose one or more solutions that best address the identified needs of the school and school community. The purpose of restructuring is for the school to improve its ability to teach all children, achieve annual academic performance targets, and be removed from restructuring status. §1116(b)(8)(B)

**G-7. What assistance must the LEA provide to a school in year one of restructuring?**

The technical assistance content and structure that are available to schools in improvement or in corrective action are also available to schools in year one or year two of restructuring.

The technical assistance design for a school being restructured should continue to emphasize (1) the importance of improving instruction by using strategies grounded in scientifically based research so that all children in the school achieve proficiency in the core academic subjects of reading and mathematics; and (2) the importance of analyzing and applying data in decision making.

**G-8. How does a school exit from restructuring?**

If a school is in year one of restructuring (e.g., during the 2006-07 school year), but makes AYP for two consecutive school years following the year in which it was identified (e.g., by the end of the 2006-07 and 2007-08 school years), the LEA may no longer designate that school as subject to restructuring.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 restructuring
By end of 2006-07	Y
Beginning of 2007-08	Year 1 restructuring
By end of 2007-08	Y
Beginning of 2008-09	No longer in restructuring

## H. SCHOOL RESTRUCTURING – YEAR TWO

### H-1. What causes a school to enter year two of restructuring?

If a school completes year one of restructuring but does not make AYP by the end of that year as it is defined by its State's accountability system, the school must be identified for year two of restructuring. During year two, the LEA must implement the restructuring plan it has created for the school.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	Corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 Restructuring
By end of 2006-07	N
Beginning of 2007-08	Year 2 Restructuring

**H-2. What action must the LEA take when one of its schools is identified for a second year of restructuring?**

If, after being identified for restructuring for one school year and continuing to receive technical assistance, a school still does not make adequate yearly progress, the LEA must implement the restructuring plan it has devised for that school, no later than the beginning of the school year following the one during which the school was in the first year of restructuring. (For example, if the school is in year one of restructuring during the 2003-04 school year and does not make AYP, the implementation of the restructuring plan must take place during the 2004-05 school year.)

During the implementation of the plan, the LEA must also –

- Continue to provide all students with the option to transfer to another school in the LEA that is not identified for improvement, corrective action, or restructuring; and
- Continue to make supplemental educational services available to all eligible students. §200.43(b)(1), (2), and (3)

**H-3. What notification requirements apply when a school is identified for a second year of restructuring?**

When a school is identified for a second year of restructuring the LEA must notify parents of their continued option to send their child to another school in the LEA that is not identified for improvement, corrective action, or restructuring; and notify them that supplemental educational services are still available to eligible children who attend the school that is being restructured. §200.43

**H-4. What technical assistance must the LEA provide or provide for while the school is in year two of restructuring?**

During year two of restructuring, while the LEA's plan is being implemented, the LEA must continue to provide the school with technical assistance. This assistance will be especially valuable in helping the school staff to remain focused on increasing student achievement while the school is adjusting to potentially radical alterations to its administrative and governance structures.

**H-5. If a school completes two years of restructuring, what is its status relative to the school improvement timeline?**

A school that undergoes the restructuring process for two years (one year of planning and one year of implementation) continues to be accountable for the academic achievement of its students. Although it might have a changed curriculum, different staff, and/or a radically different governance structure, the restructured school must continue to offer choice and supplemental services until it makes AYP for two consecutive years.

<b>School Year</b>	<b>School makes AYP (Y/N)</b>
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	N
Beginning of 2004-05	Year 2, school improvement
By end of 2004-05	N
Beginning of 2005-06	corrective action
By end of 2005-06	N
Beginning of 2006-07	Year 1 restructuring
By end of 2006-07	N
Beginning of 2007-08	Year 2 restructuring
By end of 2007-08	Y
Beginning of 2008-09	Year 2 restructuring
By end of 2008-09	Y
Beginning of 2009-10	No longer in restructuring





## **APPENDIX A-3**

### **Consequences**

<b>Progression of Consequences for Failing AYP – Non-Title I Schools</b>		
<b>Designation of the School</b>	<b>Consequences Pertaining to the SST</b>	<b>Who is Responsible</b>
Watch List	Revise School Improvement Plan	School
1 <sup>st</sup> Year of Improvement	Revise School Improvement Plan Technical Assistance Partnership	School District
2 <sup>nd</sup> Year of Improvement	Revise School Improvement Plan Technical Assistance Partnership	School District
3 <sup>rd</sup> Year of Improvement	Revise School Improvement Plan Corrective Action School Support Team	School/SST District/SST/State State
4 <sup>th</sup> Year of Improvement	Revise School Improvement Plan Further Corrective Action (Optional) Consequences and Sanctions School Support Team	School/SST District/SST/State State State

<b>Progression of Consequences for Failing AYP – Title I Schools</b>		
<b>Designation of the School</b>	<b>Consequences Pertaining to the SST</b>	<b>Who is Responsible</b>
Watch List	Revise School Improvement Plan	School
1 <sup>st</sup> Year of Improvement	Revise School Improvement Plan Technical Assistance Partnership School Choice	School District District
2 <sup>nd</sup> Year of Improvement	Revise School Improvement Plan Technical Assistance Partnership School Choice Supplemental Services	School District District District
3 <sup>rd</sup> Year of Improvement	Revise School Improvement Plan Further Corrective Action (Optional) School Support Team School Choice Supplemental Services	School/SST District State District District
4 <sup>th</sup> Year of Improvement	Revise School Improvement Plan Corrective Action School Support Team Plan for Restructuring School Choice Supplemental Services	School/SST District/State State District/State District District



## **Appendix A-4**

### **Criteria to Become a School Support Team Leader**

1. Is an experienced educator.
2. Not currently working full-time for a school or district.
3. Has been trained by the Nevada Department of Education in the SAGE school improvement planning process.
4. Has previous experience in implementing the SAGE model by having served as a technical assistance provider for school improvement for a school or has previous experience in implementing a similar model.
5. Has a record of effectiveness in assisting schools with the school improvement planning process:
  - a. The school(s) that the individual worked with showed improved academic achievement, as demonstrated by state or district assessments. (The provision of this information is MANDATORY)
  - b. The work the external facilitator did for the school improved the school for both the teachers and students at the site. This could include information such as work satisfaction data, student survey data, a higher teacher retention rate, etc. (Inclusion of this information in your narrative is recommended, but optional)
  - c. The climate of the school improved as a result of the school improvement efforts with which you assisted (i.e., fewer discipline referrals, improved parent involvement, and/or a lower identification rate of students with disabilities). (Inclusion of this information in your narrative is recommended, but optional)



## **APPENDIX B**

- B-1 Sample Agenda for Initial Meeting of SST**
- B-2 SST Overview**
- B-3 Sample Agenda for Writing Meeting for SST November 1<sup>st</sup> Report**
- B-4 SST November 1<sup>st</sup> Report Form**
- B-5 Sample School Support Team Report Cover Memo**
- B-6 Sample School Support Team Leader's Monthly Report**
- B-7 Sample SST End-of-Year Report Form**



## **Appendix B-1**

### **Sample Agenda for Initial Meeting of SST**

#### School Support Team Agenda

Name of School

Date of Meeting

Place of Meeting

Time of Meeting

- Welcome
- Introductions of the School Support Team Members
- Review the purpose of the School Support Team
- Review the School Improvement Plan
- Review the data provided
- What are the positive attributes of the school?
- What are the challenges of the school?
- The inquiry process – Verification of causes
- Write the goal(s) for the School Improvement Planning Team
- Plan future meetings

#### Next Steps:

- Meet with the principal
- Meet with the staff of the school
- Meet with the School Improvement Planning Team
- Participate with the School Improvement Planning Team on revising the School Improvement Plan





## **Appendix B-2**

### **SST Overview**

#### **School Support Teams** **An Overview**

##### **Who must have a School Support Team?**

School Support Teams originate from the 2003 legislative session Senate Bill 1, now known as Nevada Revised Statute 385. NRS 385 mandates that a school in its third year of Needing Improvement, whether Title I or non-Title I, must be assigned a School Support Team (SST) by the Nevada Department of Education. If the school continues not to make Adequate Yearly Progress (AYP), the SST continues working with that school through the fourth year of Needing Improvement (planning for restructuring) and the fifth year of Needing Improvement (implementation of restructuring). The concept behind the SST is to provide outside eyes and ideas to prevent the school from going into the fourth and fifth years of Needing Improvement.

##### **Vision:**

- To assist through a team structure that is supportive.
- To improve every student's achievement with the ultimate result being a school that makes AYP.

##### **Goal of the team:**

- To go in with the intention of acknowledging any school successes and then to
  - Provide advice and support in identifying the factors that have contributed to the designation of "in need of improvement"; and
  - To address those factors by developing and helping to carry out recommendations to improve student performance.

##### **Membership:**

The SST must, by law, include:

- (a) Teachers and principals who are considered highly qualified and who are not employees of the public school for which the support team is established;
- (b) At least one representative of the Nevada Department of Education (NDE);
- (c) Except for a charter school, at least one administrator at the district level who is employed by the board of trustees of the school district;
- (d) At least one parent or guardian of a pupil who is enrolled in the public school for which the support team is established (NDE requires that this person not be an employee of the school); and
- (e) In addition to the requirements of paragraphs (a) to (d), inclusive, for a charter school:

- (1) At least one member of the governing body of the charter school, regardless of the sponsor of the charter school; and
- (2) If the charter school is sponsored by the board of trustees of a school district, at least one employee of the school district, which may include an administrator

The team may also include:

- (a) Except for a charter school, one or more members of the board of trustees of the school district in which the school is located;
- (b) Representatives of institutions of higher education;
- (c) Representatives of regional educational laboratories;
- (d) Representatives of outside consultant groups;
- (e) Representatives of the regional training program for the professional development of teachers and administrators.
- (f) Representatives from the Legislative Counsel Bureau (LCB); and
- (g) Other persons who the Department determines are appropriate.

### School Support Team Leader

The Nevada Department of Education is training School Support Team Leaders (SSTLs) to lead Title I schools in the third and fourth years of Needing Improvement through the SST process.

### Duties of the SST:

1. Review and analyze the operation of the school.
2. Review and analyze the data pertaining to the school accountability report and any more recent data that is available.
3. Review and analyze the latest school improvement plan.
4. Identify and investigate the problems and factors at the school that contributed to the designation of “in need of improvement.”
5. Assist the school in developing recommendations for improving the performance of pupils.
6. Make recommendations to the board of trustees of the school district, the State Board, and the Department concerning additional assistance for the school in carrying out the plan for improvement of the school.
7. Submit on or before November 1<sup>st</sup> written revisions to the most recent plan to improve the achievement of school’s pupils and include the data and findings of the support team that provide support for the revisions.
8. Work cooperatively with the board of trustees, the employees of the school, and the parents, whose child(ren) is enrolled in the school, to carry out and monitor the plan for improvement of the school.

## **Appendix B-3**

### **Sample Agenda for Writing Meeting for SST November 1<sup>st</sup> Report**

#### School Support Team Agenda

Name of School

Date of Meeting

Place of Meeting

Time of Meeting

- Welcome
- Review work accomplished so far
- Review (and edit as needed) the Revised School Improvement Plan
- Complete the School Support Team November 1<sup>st</sup> Report
- Determine the monitoring schedule for school visits.



## **Appendix B-4**

### **SST November 1<sup>st</sup> Report Form**

School:\_\_\_\_\_ District\_\_\_\_\_

Principal:\_\_\_\_\_ District Representative\_\_\_\_\_

Date Work Started:\_\_\_\_\_ Date Work Completed:\_\_\_\_\_

Nevada Department of Education Representative:\_\_\_\_\_

**Report is due to the Nevada Department of Education on November 1<sup>st</sup>.**

**School Support Team Membership:**

<b>Name of Member</b>	<b>Position</b>	<b>E-Mail Address</b>	<b>Phone Number</b>

**Consideration of Previous Year's School Improvement Plan:**

1. Was the plan appropriate?                      Yes                      No      (Circle One)

2. Did the school achieve any of the goals and objectives set forth in the plan?

Yes                      No      (Circle One)

3. What progress has the school made towards achieving the goals and objectives of last year's school improvement plan?

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4. Recommendations of the School Support Team regarding the revision of the school improvement plan for the current school year:

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5. All Title I schools that enter the third year of improvement or beyond are subject to corrective action by the district in which the school is located. What corrective action has been recommended for this school?

- \_\_\_\_\_ Replace the school staff who are relevant to the failure to make adequate yearly progress.
- \_\_\_\_\_ Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
- \_\_\_\_\_ Significantly decrease management authority at the school level.
- \_\_\_\_\_ Appoint an outside expert to advise the school on its progress toward making adequate yearly progress/
- \_\_\_\_\_ Extend the school day or school year for the school
- \_\_\_\_\_ Restructure the internal organizational structure of the school.

Please note that at least one of the above options must have been chosen and implemented by the district. If you are uncertain about the option the district has chosen for your school, please have the NDE liaison to the school support team find out what option has been chosen.

For schools entering the fourth year of improvement, the district must use the fourth year to plan for the restructuring of that school if the school continues to miss its AYP targets for a fifth consecutive year. The following menu of options is available to districts that have schools in this position:

- Reopening the school as a public charter school. (Not a feasible option for Nevada, since state law prohibits this).
- Replacing all or most of the school staff (which may include the principal) who are irrelevant to the failure to make adequate yearly progress.
- Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.
- Turning the operation of the school over to the State, if permitted under State law and agreed to by the State.
- Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress...

Of these options, which would the School Support Team recommend for the district to consider for this school? Why?

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If the school is entering into its fifth consecutive year of improvement, what restructuring option has the district chosen to implement at the school?

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**Attach the revised school improvement plan to this report for submission to the Nevada Department of Education.**

**Remediation Programs as described in NRS 385.372:** As stated in the law, this description of remedial programs in use at the school should include “a summary of each program of remediation, if any, purchased for the school with money that is available from the Federal Government, this state and the school district in which the school is located...”

Program #1:

- a. Name of the program? \_\_\_\_\_
- b. Date the program was purchased? \_\_\_\_\_
- c. Dates of professional development trainings on this program? \_\_\_\_\_  
\_\_\_\_\_
- d. Date the program was implemented? \_\_\_\_\_
- e. Percentage of current personnel at school trained in use of program? \_\_\_\_\_  
\_\_\_\_\_
- f. Satisfaction of the personnel at the school with the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g. Evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Program #2

- a. Name of the program? \_\_\_\_\_
- b. Date the program was purchased? \_\_\_\_\_
- c. Dates of professional development trainings on this program? \_\_\_\_\_  
\_\_\_\_\_
- d. Date the program was implemented? \_\_\_\_\_
- e. Percentage of current personnel at school trained in use of program? \_\_\_\_\_  
\_\_\_\_\_
- f. Satisfaction of the personnel at the school with the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g. Evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Program #3:

- a. Name of the program? \_\_\_\_\_
- b. Date the program was purchased? \_\_\_\_\_
- c. Dates of professional development trainings on this program? \_\_\_\_\_  
\_\_\_\_\_
- d. Date the program was implemented? \_\_\_\_\_
- e. Percentage of current personnel at school trained in use of program? \_\_\_\_\_  
\_\_\_\_\_
- f. Satisfaction of the personnel at the school with the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- g. Evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program?

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**Program #4:**

- a. Name of the program? \_\_\_\_\_
- b. Date the program was purchased? \_\_\_\_\_
- c. Dates of professional development trainings on this program? \_\_\_\_\_

\_\_\_\_\_

d. Date the program was implemented? \_\_\_\_\_

- e. Percentage of current personnel at school trained in use of program? \_\_\_\_\_

\_\_\_\_\_

f. Satisfaction of the personnel at the school with the program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- g. Evaluation of whether the program has improved the academic achievement of the pupils enrolled in the school who participated in the program?

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**Add additional programs, if necessary.**

**Analysis of the problems and factors at the school that contributed to the designation of the school as demonstrating need for improvement.**

For the questions that follow, please include a summary of the School Support Team’s analysis of each factor, demonstrating that the team has undertaken a thoughtful consideration of how each factor contributed to the school’s current designation as in need of improvement. Please be AS DETAILED AS POSSIBLE. If additional pages are needed, please expand the form as necessary.

1. The financial resources of the school: \_\_\_\_\_

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2. The administration and educational personnel of the school: \_\_\_\_\_

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3. The curriculum of the school: \_\_\_\_\_

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4. The facilities available at the school, including the availability and accessibility of educational technology: \_\_\_\_\_

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5. Any other factors that the support teams believes contributed to the designation of the school as demonstrating need for improvement: \_\_\_\_\_

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**Analysis of other information about the school, as required by NRS 385.3742:**

For each of the following questions, please include the information that is requested and an analysis of that information.

1. Results of examinations administered to students at the school during the previous year should be attached to this report. Include results from statewide CRTs, NRTs, and writing tests. If results of district-wide tests are available, those results should also be included, as well as any results from assessments that are administered at the school level, such as the DRA, PALS, or DIBELS. Are the requested assessment results attached to this report? [Note: If the requested assessment results are not attached to this report, please explain.]

(Circle one)

Yes

No

Please provide a detailed analysis of these test results. What particular achievement issues seem to be impacting the entire school? What achievement issues seem to be particular to disaggregated groups of students? In the school support team's opinion, on which areas of achievement should the school focus its attention during the current school year? Again, specific analysis is very helpful. It is better to focus attention on particular problems in reading or mathematics than to just indicate that the school needs to focus on "reading" or "math."

[illegible]

2. Are records of attendance attached to this report? [Note: If not, please explain.]

(Circle one)

Yes

No

Please provide the SST's analysis of the attendance data. What trends or patterns emerge from the data? \_\_\_\_\_

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3. What is the transiency rate of students who attend the school? How does the rate of transiency compare to the district average? How does the transiency rate contribute to any issues of students' achievement at the school?

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4. Please provide a chart or table that depicts the level of experience among the teaching staff at the school. Is this table/chart attached to this report? [Note: If not, please explain.]

(Circle one)

Yes

No

In the opinion of the SST, does the level of experience of the staff at this school contribute to the problems in achievement? Why or why not?

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5. Please provide a description of the participation of parents and legal guardians in the educational process and other activities relating to the school. In your analysis, describe how the SST would attempt to involve more parents in the school's activities:

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6. Please provide a description of each source of money and the amount for remediation of the pupils at the school.

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7. Include an analysis of the disciplinary problems at the school that were noted by the SST. As part of the analysis, please complete the following table:

<b>Disciplinary Problem</b>	<b>Number of Students</b>
Incidents of weapons possession or violence	
Numbers of suspensions/expulsions during past school year	
Number of students deems "habitual disciplinary problems"	

In the SST's estimation, what relationship between disciplinary issues and student achievement were apparent at this school?

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**Include report, along with supporting documents, in a three-ring binder for submission to Homa Anooshehpour at NDE. Please do not staple or bind the report.**

**COPIES OF THE REPORT SHOULD BE SENT TO ALL THE FOLLOWING ENTITIES:**

- Principal of the school
- Board of Trustees of the School District in which the school is located
- Superintendent of schools of the school district in which the school is located
- SST members
- The Legislative Counsel Bureau: Carol Stonefield  
Legislative Counsel Bureau  
401 South Carson Street  
Carson City, NV 89701
- Nevada Department of Education 700 East Fifth Street  
Carson City, NV 89701

Dr. Keith Rheault  
Superintendent of Public Instruction for the State of Nevada

Gloria Dopf  
Deputy Superintendent of Instructional, Research, and Evaluative Services

Homa Anooshehpour  
State School Improvement Consultant

Jacquie Moore  
Assistant Director, School Improvement

Frankie McCabe  
Director, Special Education, ESEA, School Improvement

## **Appendix B-5**

### *Template for*

### **SST November 1<sup>st</sup> Report Cover Memo**

#### MEMORANDUM

To: Dr. Keith Rheault, Superintendent of Public Instruction  
Board of Trustees, (Name of County) School District  
(Name of Superintendent), Superintendent, \_\_\_\_\_ County School District  
(Name of Principal), Principal, Elementary School  
Parents of the Students of (Name of school)  
State School Improvement Consultant

From: (Name of School) School Support Team

Date: (Due to all on November 1)

RE: (Name of School) School Support Team

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Per NRS 385.3742, attached to this memo is the annual written report of the School Support Team's actions as required by NRS 385.3721. On (date) the School Support Team met for its initial meeting. The team was comprised of a member(s) from (name of county) School District's district office, a teacher, a principal, a parent, and a Department representative (Name each of them). During the first meeting, the team discussed the strengths and challenges of (school). Next, the team discussed causes of the challenges and possible solutions, which led to the recommended goals) of the team for the school's School Improvement Plan.

On (date), a meeting was held with (name of principal) initially, but with the entire school eventually relating the actions of the school support team and the required goal(s) for the school improvement plan. The school improvement plan was to be revised on (date). Any questions which (name of principal) and the staff had were answered at this time.

On (date), with assistance from members of the school support team, the School Improvement Team of (name of school) revised their school improvement plan, including the recommendations of the school support team. The recommended goal(s), objectives, and main actions are as follows:



**(FILL THIS IN or YOU MAY REFER THEM TO THE ATTACHED SCHOOL IMPROVEMENT PLAN)**

On (date), the school support team came together to review (name of school)'s school improvement plan and make mandated changes. Finally, the team discussed the final report.

Attached to this memo are the school support team report, the revised school improvement plan, agendas and notes from each meeting, as well as any support documentation that was provided to the team and school.

As a part of the monthly monitoring process by the School Support Team Leader for the remaining school year, a report will be submitted to the Department and distributed among the members of the school support team, along with support documentation. If progress does not meet the approval of the team, the team will reconvene to direct further action. If you would like to receive these monthly reports, please let me know and I can make those available to you.

If you have any questions or concerns, please give (Department representative) a call at (phone).

Encs.

C: F. McCabe, Director, Special Education, ESEA, and School Improvement Programs  
J. Moore, Assistant Director, School Improvement

## **Appendix B-6**

### **Guidelines for School Support Team Leader's Monthly Report**

Name of School Support Team Leader: \_\_\_\_\_

Date of Report: \_\_\_\_\_ School: \_\_\_\_\_

District: \_\_\_\_\_ Principal: \_\_\_\_\_

District Representative: \_\_\_\_\_ Department Representative: \_\_\_\_\_

Dates and Hours Spent with School/School Support Team: \_\_\_\_\_

Who was present at the meeting(s): \_\_\_\_\_

**Note:** The school Support Team Leader in **conjunction** with the principal will produce the written monthly report that details school's progress toward meeting its goal. It is not the principal's responsibility to write the report. This report is the result of the monthly site visit and cannot be done from a distance.

1. Synopsis of the School Support Team Leader site visit (Description of school visit(s) and information provided by the school);
2. Action step monitoring, using Monitoring Plan in SIP. (Indicate the work that has been done and by whom or any other appropriate comments.);
3. Synopsis of data (Summary of the analysis of the data provided by school);
4. Classroom observations;
5. Accomplishment(s). Please note whether any progress has been made toward achieving the goal(s) as well as other accomplishments;
6. Concerns or barriers of the SST in dealing with the school or any concern the school may have and thoughts about addressing the concern;
7. Overall impression of school progress; and
8. Next steps.

The report should be laid out in the following order:

- a. Minutes from all meetings
- b. Any new data the school/district may have
- c. Action step monitoring (using Monitoring Plan in SIP)
- d. Any other materials required by the SST's Monitoring Plan



## **Appendix B-7**

### **SST End-of-Year Report Form**

School:

District:

Principal:

School Year:

Members of Team:

<b>REQUIRED MEMBERSHIP</b>	<b>Name/Position</b>
<b>SST Leader</b>	
<b>Parent</b>	
<b>NDE Representative</b>	
<b>District Representative</b>	
<b>Principal</b>	
<b>Teacher</b>	
<b>OTHERS</b>	

**1. Summary from November 1, 2005-May 31,2006** of school improvement goals, implementation of the action plan toward those goals, where they are now, etc.:

**2. Improvement:**

- a. Data:** Provide the new end-of-year data in terms of NRTs, CRTs, district assessments, interim assessments, teacher-made assessments, etc. Give an analysis of what the end-of-the-year data in the above assessments show. Discuss growth or lack thereof. Were the SIP goals met? Were there improvements in some areas but not in others? To what do you attribute the changes in student achievement, if any improvement has occurred?
- b. Faculty:** How has the faculty changed? Is teacher collaboration occurring? Are they communicating better? Do classroom visits show improved instruction? What changes have occurred?

- c. **Administration:** How has the administration changed? Are they spending more time as instructional leaders? Are they making more classroom visits? Is the administrator demonstrating more leadership? If so, where?
  - d. **Programs:** Are new programs/professional development/scheduling or innovations of any sort showing results? Have new programs been implemented? If so, what are they and are they fully implemented? Have all involved parties (including the administration) been trained in the use of these innovations?
  - e. **Finances:** Have they received more funding? Less? If new funding has become available, how is the school using (or how does it plan to use) that funding to align with the goals of the school improvement plan? If less funding is available, how will this affect meeting the goals of the school improvement plan and, ultimately, student achievement?
  - f. **Curriculum:** What has changed regarding the curriculum (e.g. new textbooks, schedules, course offerings, etc.)? What results have any changes shown?
  - g. **Others:** What changes have occurred in terms of facilities, technology, textbooks, supplies, and any other factors that do not fit under previous categories?
- 3. **Remaining Challenges:** What challenges do you feel remain for the school? If you were to continue to work with this school, what would you like to see happen next?
  - 4. **Corrective Action:** What type of corrective action would the SST recommend? (See Appendix A, starting on page 101 of the SSTL manual).
  - 5. **Restructuring:** What type of restructuring would the SST recommend? (See Appendix A, page 106, “alternate governance arrangements” of the SSTL manual).
  - 6. What other suggestions would you make to improve the school/student achievement?